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THE WAR SUPPLEMENTS

appear as part of the regular issues of the MAGAZINE. In January, 1918, was issued Harding's *Topical Outline of the War*; in the February issue appeared a number of extracts, translations, and photographic reproductions from a remarkable series of *Belgian Documents*; in this, the March number, the Supplement provides the most complete annotated *Bibliography of the War*, which has yet appeared in English, in which over six hundred books on the War are arranged topically, and a brief expert appraisal of each given. In the April issue *War Geography and Maps* will be treated; in the May number, *The Economic Background of the War*; in June, *French War Curiosities*. Other topics will follow.

WAR REPRINTS

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HISTORY AND THE SCHOOLS

The MAGAZINE is publishing many articles, in addition to the War Supplements, which bear upon the War and its influence upon the schools of the country. Suggestions for revision of the course of study, practical lessons, and news items serve to keep teachers and others interested in the schools abreast of the most recent thought.

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This month's War Supplement (page 155) is composed of a critical selected bibliography of the war. Professor Dutcher has included recent works which treat of the causes, problems, and issues of the war and of the conditions within the countries involved. It is hoped to supplement the bibliography at a later time by topics not treated in the present issue.

War Geography will be the topic of the Supplement for April. There will be a brief exposition of the subject; but the greater amount of space will be devoted to a series of maps, some in colors, showing the countries involved and the military situation up to the close of 1917.

Why We Have No History Program in American Schools

Professor Henry Johnson, at the Philadelphia conference on history teaching on December 29, 1917, pointed out the lack of any consecutive course or program in American schools, covering both elementary and secondary schools. He showed, with all the wealth of historical allusion which he commands, that the continental European countries are far in advance of the United States in this respect. And he urged the necessity for some concerted action which would give to American elementary and high schools a rational course of study in history.

The subject was discussed at considerable length by those present at the meeting, as shown by the full report in *THE HISTORY TEACHER'S MAGAZINE* for February. There was keen appreciation of the need for co-operation of historians and school administrators; and the hope was expressed that the Committee on History Teaching of the American Historical Association would soon be ready with a report which should clarify the atmosphere. And yet in all the discussion, the one important feature of our secondary school history work which stands most in the way of a complete course in history for all students was not touched upon.

Both in his address and in his well-known book on "Teaching of History," Professor Johnson has described the courses in history in European countries, and has held them up as models, not to be servilely copied, but to be emulated by American history teachers. A perusal of pages 106-126 of Professor Johnson's book shows that in the continental curricula history is often given three times a week in certain grades; almost as frequently it receives only two hours a week; very rarely is the allotment four hours; and in some cases where three or four hours are given, they must be shared by both history and geography. In not a single one of these programs is provision made for four or five hours a week in history in the grades corresponding to our four-year high school course.

Surely the lesson from these programs is that we in this country have not been able to obtain from school administrators a regular program in history because we have demanded too much time in each year of the course. The evil goes back to the Report of the Committee of Seven, which advocated four or five hours for each of its four blocks of history; and, if any of these blocks were to be spread over two years, then six hours in all should be given to it. The Report's influence has been strengthened by the adoption of the system of "Carnegie units," and by the attitude of the College Entrance Examination Board and of many colleges and universities. Yet this demand for an unreasonable amount of time for the full course in history has resulted in the present chaotic condition of high school history.

It is well known that the better preparatory schools cannot afford to give one-fourth or even one-fifth of their time to history. It is equally well known that high school students under the elective system have the good sense not to choose such a large proportion of their work in one subject. And it is undeniable that school administrators have refused to require of all students the history program of the Committee of Seven. The result has been in most cases the adoption of one or more of the committee's four blocks, and the consequent ignoring of the committee's full course of study. To-day we lack a course of study in history because we as historians have demanded more than the schools could give—more than they ought to give even when judged by the oft-quoted European precedents.

A necessary first step toward the adoption of any program in history is the cutting down of the time for each year's work from four or five hours to two or three hours a week. Until historical leaders are willing to accept this reduction in time they will never be able to get a regular course in their subject. And when they do accept the reduced time they will have no difficulty whatever in getting any reasonable program adopted throughout the country. School administrators are willing to accept the judgment of historians upon the fields to be covered and the method of treatment. They have not been willing to grant the time previously requested because that amount was impossible in any well-balanced course. The administrators struggled manfully with the Report of the Committee of Seven, they tried to put it into effect, and their failure is not due to lack of respect for the historical views of the committee, but solely to the impractical demands upon the school schedule.

Our first step toward a program is the acknowledgment of our previous mistakes and the adoption of a reasonable time schedule. The content of the program may well be left to specialists.

The Bases of Permanent Peace¹

BY PROFESSOR CARL CONRAD ECKHARDT, UNIVERSITY OF COLORADO.

One of the most patent facts at the present time is that the world is in a period of transition, that the old order of international relationships has failed and must be reconstructed. All the old institutions and forces on which we had built our hopes previous to 1914 have miserably failed. The feelings of brotherhood, common interests and ethical justice that have been nurtured by Mohonk conferences, world peace leagues and dozens of similar organizations were powerless to avert this great suicide among the nations of the world. Two thousand years of preaching the brotherhood of man by the Christian Church has failed to keep men from carrying on the most murderous and destructive war in history. The great binding force of international commerce and finance, to which we had looked as making international conflict impossible, broke down immediately when put to the test. The great international organizations of the socialists and workingmen did not live up to their promises, but joined the national military forces to prevent invasion. The hope that women would rebel when called upon to sacrifice husbands, sons, brothers and sweethearts on the altar of international conflict has also been shattered. The futility of large armaments and universal military service as a preventive of war has been amply demonstrated. The pride that we took in Hague conventions, arbitration achievements and international diplomacy was rudely shaken.

For almost forty months the great nations of the world have been engaged in a war that has claimed millions killed and fully as many wounded, has used up about one-fourth of the accumulated capital of the world, has roused among most of the peoples of the earth a hatred for one of the great nations so deep that it may take decades to allay. The constructive work of the nations along scientific, artistic and philosophical lines has been halted. The productive mental and material forces of all the belligerent nations and many of the neutral nations are being used to the utmost in order to bring this war to a successful issue.

The seriousness of this greatest of all crises in history has caused men to think as never before. The great problem is not merely to bring this war to a successful conclusion, but also to construct some sort of international organization that can be used in the future to avoid a recurrence of this terrible catastrophe. The present task of the world is then two-fold: (1) to terminate this war, (2) to prevent future wars by laying the bases of permanent peace. The solution of the second problem is vitally dependent on the settlement of the first. Permanent peace

is impossible if this war does not terminate the conditions that produced the war. The Allies are undoubtedly right in insisting on the prosecution of the war until the German military autocracy is discredited. It is only just that Germany and her allies should give guarantees as to the future, and repair the wrongs done Belgium, Serbia, Poland and northern France.

But it will require the highest statesmanship if the Central Powers are not to be embittered to such an extent that they will refuse to have anything to do with the second project—the formation of a league of nations. The Allied statesmen must show some spirit of reconciliation; they cannot terminate this war in a spirit of hate, and expect our enemies to join a league of nations in the spirit of friendship and amity that are necessary to secure permanent peace. It is gratifying to note that the attitude of President Wilson is friendly to the German people, that he has left open a way whereby the reconciliation of the German people with the Allied nations will be possible. In England and France the determination to punish and perpetually to hate the Central Powers is changing to an attitude of reconciliation, but accompanied by an effort to produce some constructive work at the close of the war, to create some peace-prolonging institutions. It is, therefore, fitting that we should consider the main proposals that are now being given the consideration of all serious students of international affairs.

Since the outbreak of the war there have been formed in all important countries of the world organizations that are planning the reconstruction of international relations for the purpose of ensuring an enduring peace. The three most important plans are:

1. That of the Central Organization for a Durable Peace, with headquarters at The Hague.

2. The plan of The League of Nations, advocated especially by Viscount Bryce.

3. The plan of The League to Enforce Peace, formulated by an American organization. It is the most prominent American plan, has been given the greatest recognition by the American and European statesmen and press. All of its ideas are embodied or implied in the two other plans. We shall consider its provisions, and allude to the others when necessary.

In 1915, after a preliminary meeting in New York, The League to Enforce Peace was organized in Philadelphia in Independence Hall under the presidency of Mr. Taft. The program as then drawn up and subsequently modified in a slight way, is as follows: It affirms that the United States should join a League of Nations binding the signatories to the following:

- "1. That all the justiciable questions arising between the signatory powers not settled by negotiation,

¹ Read at the meeting of the civic-historical section of the Colorado State Teachers' Association at Denver, November 2, 1917.

shall, subject to the limitation of treaties, be submitted to a judicial tribunal for hearing and judgment, both upon the merits and upon any issue as to its jurisdiction of the question.

"2. All other questions arising between the signatories, and not settled by negotiation, shall be submitted to a council of conciliation for hearing, consideration, and recommendation.

"3. The signatory powers shall jointly use forthwith their economic forces against any of their number that refuses to submit any question which arises to an international judicial tribunal or council of conciliation before threatening war. They shall follow this by the joint use of their military forces against that nation if it actually proceeds to make war or invades another's territory.

"4. Conferences between the signatory powers shall be held from time to time to formulate and codify rules of international law, which, unless some signatory shall signify its dissent within a stated period, shall thereafter govern the decisions of the judicial tribunals mentioned in article one."

Let us consider how this League is expected to work. It is to be hoped that all the nations, especially the greater nations, will join the League. If any one or two of the eight great powers stay out, the task of forming the League will be immensely greater. All the nations in giving their adherence to this League are expected to obey the rules of the platform. They are voluntarily limiting their sovereignty; in place of exercising absolute sovereignty, as has hitherto been the case, they are to refrain from going to war until they have submitted their disputes to judicial consideration. If any dispute between two nations cannot be settled through the normal diplomatic channels those nations are to submit the dispute to one of two kinds of tribunals, to one of which every issue must be submitted. Disputes will be of two classes: (1) those that can be decided on principles of international law and equity on the basis of treaties. These are called justiciable. (2) Issues that cannot be decided on such principles of international law and equity, but which might be quite as irritative and provocative of war. This class of questions is called non-justiciable. If the court finds a case justiciable it will be decided by the court. If the case is not justiciable it will be submitted to a council of conciliation to investigate it, to hear arguments on both sides, and then recommend a compromise. But in neither case will the states concerned be forced to abide by these decisions or recommendations. The state that still feels aggrieved may without penalty resort to war, if it wishes to. But the purpose of the League is merely to force nations, to submit their disputes for ment to a judicial or conciliating body. The great advantage of this plan is that it will give heated passions a chance to cool off, will make both parties see the danger of war, will make it easier to bring about a peaceful solution of the dispute; it will give reason a chance to be asserted and jingoism to be discredited.

In case any nation refuses to submit its causes of

friction to the properly constituted authorities for a decision, if it actually threatens to go to war before it has tried to settle its dispute by judicial procedure, then the powers will first establish an economic blockade. No goods are to be shipped into or out of the country. All mail, telegraph, telephone and cable services are to be cut off; all interstate railroads will discontinue trains into the offending country. If these measures fail, or if the state commits acts of belligerency against the other state, then the whole military forces of the world are to be used, if necessary, against the offending state.

If this plan is accepted it will usher in the following improvements over conditions prevailing hitherto. The League provides a definite machinery and process whereby disputes can be settled without resort to war. It provides an organized international coercive force, a police force that will punish states that go to war before submitting their cases to adjudication. It creates an international body that is to codify and clarify international law. It proposes a scheme whereby international law is to become the recognized law of each nation.

The elements of this scheme are not entirely new. The proposed court will be a sort of arbitration organ; it will decide disputes in conformity with international law and treaties. Such arbitration has already been tried in some hundreds of cases; and the Hague Court has adjudicated fifteen cases in the manner that the proposed court will act. It should be remembered that in none of these arbitration cases has the award ever been rejected by the disappointed nation. The other kind of cases, such as involve national honor, have not been so frequently settled, but there is one striking case, the Dogger Bank affair, between England and Russia. In 1904 the Russian fleet, on its way from the Baltic to Pacific waters, fired on some British fishing smacks in the North Sea, mistaking them for Japanese submarines. The resulting tense crisis was prevented from becoming serious through the willingness of both nations to have the matter submitted to an international commission of conciliation. It is now proposed to make the council of conciliation a part of the permanent judicial machinery of the world. An international police force has been used at times in recent history. Greece, Crete and Macedonia were blockaded in 1886, 1898 and 1905 to bring pressure to bear on Turkey; the Boxer Rebellion in China in 1900 was put down by an international military expedition; by the Conference of Algieras in 1906 France and Spain were given power to police Morocco. There have been various times when international law was formulated by the powers assembled, as by the Congress of Paris in 1856, by the two Hague Conferences, by the International Naval Conference at London in 1909. So what is being proposed is not absolutely new. Each phase of the suggested institution has its prototype in the history of the last hundred years, especially in the last twenty-five years. What is proposed now is to give more thorough and permanent organization to

already existent and tested institutions, to bring together separate institutions into more organic form.

Such is the program of The League to Enforce Peace. It is the most conservative program in existence. It has gained more adherents of importance than any other plan. It is supported by President Wilson, Mr. Taft, Mr. Roosevelt, Mr. Hughes, Mr. Root, President Lowell, and many other Americans of prominence. It was advocated in the Republican and Democratic platforms of 1916. It has many adherents in foreign countries: Lloyd George, Mr. Balfour, Bonar Law, Earl Curzon, Mr. Asquith, Lord Grey, Viscount Bryce, von Bethmann-Hollweg, Mr. Zimmermann, Count Tisza, Kerensky, Mr. Briand, President Poincaré, Premier Borden of Canada, and the socialist and labor leaders in all the great countries of the world. But even though the program of the League has distinguished supporters it also has its critics.

The adherents of the Central Organization for a Durable Peace think there should be provisions guaranteeing: That no annexation of territory will take place without the consent of the people concerned; that in all states there should be equality before the law, religious liberty and the free use of national languages; that there should be free trade for all nations in all colonies, protectorates, and spheres of influence; that there be no secret diplomacy, and that all foreign policy shall be shaped openly by parliaments.

In the program of the League of Nations, proposed by Viscount Bryce, it is proposed that there should be compulsory acceptance of the verdicts of the tribunal or council. Others think there should be compulsory disarmament; some object to there being no statement as to the composition of the congress of nations. Should all the nations be represented equally, or on the basis of population, wealth, or size of territory? Some assert that the League would be ineffective against a power that moved as quickly as Germany did in August, 1914; that it would take the nations too long to get together for joint action, and that perhaps there would not be the necessary unanimity among the powers to make immediate and effective action possible against an offending nation. Many critics fear the possibility of nations being forced to interfere in a quarrel that does not concern them. Many Americans object to the United States joining a league of nations because it is contrary to Washington's advice in his Farewell Address; it is also feared that we shall need to give up our Monroe Doctrine. But these fears are allayed by President Wilson and Mr. Taft and others. They maintain that this alliance will not be used to support aggression as Washington feared in his day; and, moreover, the League would stand for just those principles that the United States has embodied in her Monroe Doctrine. There would be no aggression by the European powers that could not be controlled by the organized forces of the League. Some object to this being a League to *enforce* peace. They think moral suasion

only should be used, that using force will be a continuation of war. But it is felt that in international affairs a police force is as indispensable as in any state or municipal government.

There are many other criticisms, but these are those most frequently stated in the now voluminous literature on the subject. The multiplicity of criticisms is not discouraging; on the contrary, it is distinctly encouraging to have so many publicists busying themselves with the problem. Few of these critics wrote in a cynical and scornful mood. Almost all wrote in a spirit of helpfulness, in the hope that at the close of the war a workable scheme of permanent peace would be formulated.

In view of what we have discussed thus far, let us consider some of the requisites or bases of a permanent peace. (1) There must be a widespread dissatisfaction with the war system, the system that breaks the peace; (2) there must be some sort of a workable system of international government that makes possible the settlement of international difficulties in a peaceful and judicial way; (3) in every country of importance there must be a sentiment in favor of those international institutions, a feeling of confidence in them. Thus far I have shown that the first two bases are definitely in existence. There is a widespread dissatisfaction with the war system. One does not hear about the glory of war any more. Nobody has the effrontery to praise war because of its wholesome biological, moral and artistic results. The pictures in the illustrated magazines and the human documents from the trenches and from the victims of war-devastated Europe yield a different evidence. War is a more terrible evil than ever before. No one wishes the results it produces. The war eulogists are discredited. The only noble thing about this war is that we are going to fight to the last dollar and to the last man, if necessary, to create conditions that will make the world not only "safe for democracy," but also free from unprincipled aggression based on armaments and war. The war system is condemned, not only in Germany, where it is found in its most highly developed form, but as a general system.

As to the second basis of permanent peace—a workable system of international government—that exists now in projected form as definitely as can be at the present time. If the world does not make a mistake it will take advantage of the best opportunity it has ever had to draw up some form of international government, some form of a league of nations. Whether any one of the various schemes or a combination of schemes can be tried and maintained successfully depends on the third basis of permanent peace—a sentiment for world peace and world organization in all countries.

To make any project of international government work requires that the leaders of public opinion and the people of all the great countries have faith in the project. We can safely say that there never was a greater sympathy with this movement than at the present time. Men of prominence in all lands favor

the plan; the press advocates it. All are agreed that if at the close of this war the experiment is not tried, the world will have lost the greatest opportunity for constructive work in all history. But it will take more than zeal to have the experiment tried. To make it succeed will require a sustaining sympathy in this generation and all succeeding generations. In every country there must be a reshaping of national ideals. Nations must begin to think in international channels. Nations must feel that they are a part of a world organization; to secure the benefits of world institutions they must also perform duties and meet obligations. There must be confidence in judicial settlement of disputes as being far superior to war. We must learn that a nation is doing nothing disgraceful if it submits its disputes to peaceful settlement. We must be willing to make concessions and obviate causes of friction with other nations. Nations must be actuated by a spirit of helpfulness towards other peoples. We shall have to learn to look at high protective tariffs from the standpoint of outside nations. The government of protectorates, spheres of influence and such backward regions as Turkey, Persia, Morocco, China and Mexico must be reconsidered in a new spirit. The chief motive of the more advanced powers must be to do constructive work for the backward nations, and not to exploit them for the benefit of the commercial element at home. We must consider in a new spirit our Japanese, Chinese and Hindoo exclusion laws, and so must Canada. It may be that we shall never do that. It may be that we prefer war to altering our historic policy. But we can never have permanent peace on the basis of international injustice. We cannot expect to get the moral respect of the world for a policy that insists on China and Japan opening up their doors to us when we refuse them those privileges in this country. I do not wish to argue the exclusion question, but I wish to point out that not only this country, but all other countries will need to look at such problems in a new spirit if all future wars are to be avoided. No kind of international machinery will prevent war if any one nation is going to treat with indignity and injustice the people of other nations. There will need to be something like the golden rule in international affairs if these countless cases of international and interracial jealousies and grievances are to be avoided. I need enumerate no more cases that will require a change in attitude. These are merely typical. There will be scores of problems that must be met in a spirit of fairness, justice and consideration of the views of other nations if we are to have a new era in world relations.

It is just in this respect that we teachers of history and government must do our share in bringing in the new era. There is no harm in instilling the spirit of national pride in our coming generation of voters and citizens, but if there is anything in this nation's history that will not stand the test of ethics we must point it out. Furthermore, we must teach

not only national civics, but world civics. The success of this movement depends largely on what the schools of this country and other large countries teach their coming generations concerning world affairs and world organization. It seems to me that the United States will be one of the greatest forces in making this movement a success. We were the first federal nation of any size; we have succeeded in establishing a federal government of forty-eight sovereign states, and this is stronger than ever. We have succeeded in governing in peace and harmony immigrants from every country in the world. President Wilson has been a signal example of the kind of statesman the world will need if the League of Nations is to succeed. He refused to go to war with Mexico in spite of profound provocation, in spite of popular clamor for war, notwithstanding unsparing criticism of his policy of "watchful waiting." For almost two years he avoided going to war with Germany. He sent many notes; he did his utmost to secure a peaceful solution of the problem. Our grievances against Germany were infinitely greater than the grievances of Austria against Serbia. Yet President Wilson refused to go to war until that was the only thing left to do. Whatever we may think of the wisdom of his policy in the last three years concerning Mexico and Germany, the world will have to admit that if the League to Enforce Peace is ever to succeed there will be a great need for patient statesmen of the Wilson type. The world will require such statesmen as Oscar II of Sweden, who, rather than engage in war, allowed Norway in 1905 peacefully to separate from Sweden, not fearing that Sweden's national honor would thereby be sullied.

It is well for people the world over to be optimistic about the ultimate success of the peace movement. It will take optimism, and much of it. We must be optimistic, even if the experiment fails to avert war; if wars continue in spite of this system we must not lose faith in it. We must be prepared to see it fail, perhaps many times in many generations. But that is no sign that we should abandon the scheme. No one lost faith in our federal system because it failed to avert the Civil War. No one advocates the repeal of the laws of murder or the discharge of the police because in Chicago there are annually more murders than in the whole of the British Isles or the German Empire. Does any one ridicule the principle of civil service reform because Mr. Bryan tried to secure political offices in San Domingo for "worthy Democrats"?

We must keep in mind that human institutions are rarely perfect in their workings, that it takes a long time to develop them. It took France one hundred years to embody in her living governmental institutions all of the principles of the Declaration of the Rights of Man. And now the world is planning to undertake the greatest political experiment in all history. It may take centuries to achieve it. This means that each generation must do its part in order that the steady growth and ultimate success may not

be impeded. Most important of all, there must be a starting-point, and it is the task of this generation to accomplish the inception of this league of nations, and each subsequent generation must do its part to promote the growth and development of this world peace league.

We must not expect permanent peace to come all at once in one generation, any more than we expect democracy to become perfected in a few decades. It has taken many generations to achieve the democratic gains that are now enjoyed. But perfect democracy exists nowhere; the forces of reaction were victorious time and again. Yet the advocates of political liberty continued to work on, and we must attack the problem of permanent peace in the same spirit. Some of the bases of durable peace already exist. We have advanced to the point where we wish to avoid war; we have begun the formulation of a governmental scheme that will make permanent peace possible.

The task of this generation is to establish this governmental machinery in a workable form, and also through education to instill in all the nations those ideals of justice, good-will and fair play that will make it seem the only natural thing for nations willingly to submit their differences to judicial decision. If it takes many generations to attain this ideal it means that each generation must promote the cause as best it can. And it is the peculiar task of this generation to make use of the unprecedented conditions that are demanding this lofty reform and get the work started. We are enjoying our present civilization because many previous generations labored steadily and patiently for progress, even though full realization of their ideals was never in sight. Just so must this generation labor and begin a movement whose fruition may be permanent peace. And the harder we work now the fewer generations will it take to achieve this sublime ideal.

Historitis and How to Cure It

BY PROFESSOR ARTHUR MEIER SCHLESINGER, OHIO STATE UNIVERSITY.

Many years ago Nietzsche named the disease with which most high school teachers of United States history are afflicted. He called it *historitis*. *Historitis* may be said to be that view of history which idealizes the past and deifies the actors in the drama of the past. In its mildest form the pupils are made to see an insufferable prig as Father of his Country; in its virulent form, the successful personages of history are invested with such superhuman qualities that the pupils carry away with them the impression that all progress stopped when these giants of old passed to their reward.

The *historitis* of the teacher as transmitted to the pupils thus becomes a form of intellectual paralysis. Although the pupils are presumably being prepared for citizenship, it is constantly being suggested by the words, intonation and mental attitude of the teacher that the shadowy figures of the past acted with a wisdom foreign to the generation in which we live and that their wise and sane thinking not only accomplished wonders in their own times but suffices for our own times as well.

Teachers are inclined to adopt this attitude for lack of a better way to impress upon their pupils the dignity and importance of the great men of our country's history. However, there is a truer and more helpful way of conveying the same lesson. The men of our history have been deemed "great" in direct proportion to the degree to which they held themselves free from the "dead hand" of the generations preceding them. In other words, American statesmanship, in the telescopic historical view, has been measured by the adaptability of our leaders to the new conditions which each period has presented—by their swiftness in glimpsing a new vision of public policy and their ability in coping with the new situation.

Thus, Samuel Adams, Patrick Henry and their generation, fortunately for us, had slight respect for their colonial past; Madison, Hamilton and Washington led a peaceful revolt against the "perpetual" union of the Articles of Confederation; Jefferson and Jackson achieved greatness by advocating ideas which had been rejected as "utopian" by earlier generations; Lincoln broke with the long established order of society when he issued his Emancipation Proclamation. The pupils should leave their course in United States history deeply possessed of the conviction that the problems of the present must be solved by the wisdom of the present, and that history can repeat itself only by granting us again broad-visioned leaders to direct the national energies to right purposes.

But all this has been said better by two men, who, having been both historians and makers of history, should know whereof they speak. Thomas Jefferson wrote in the twilight of his life: "Some men . . . ascribe to the men of the preceding age a wisdom more than human, and suppose what they did to be beyond amendment. I knew that age well; I belonged to it, and labored with it. It deserved well of its country. It was very like the present, but without the experience of the present; and forty years of experience in government is worth a century of book-reading; and this they would say themselves, were they to rise from the dead." And President Woodrow Wilson declared on the occasion of the dedicatory exercises at Independence Hall in 1913: "My theme here to-day, my own thought, is a very simple one. Do not let us go back to the annals of those sessions of Congress to find out what to do, because we live in another age and circumstances are absolutely different. Let us be men of that kind. Let us feel at every turn the compulsions of principle and of honor which they felt."

The International Mind in the Teaching of History

BY MARY SIBLEY EVANS, WASHINGTON, D. C.

"Who saw fearlessly and saw it whole," wrote a famous Englishman of his equally famous father. This *wholeness* of vision as applied to questions political, economic and social is what we mean by the international mind.

Not long ago the man who had been my most inspirational teacher, in talking with me about my own teaching, said, "Never waste your own time or that of your young people in giving them anything which will not *function in their lives*." In these days of far-reaching changes, can the teacher give to his classes anything which will more broadly and vitally "function in their lives" than effective help in acquiring this wholeness of vision, this international mind? As it was never before so important that we should both do and teach noble and honest thinking, so also it was never before so important that we should apply the international mind to that thinking, in order that it may be honest and noble.

There are four phases in which I wish to consider the application of the international mind. The first concerns itself with sectionalism in our own country and among our own people. For there are still some of us who classify all Northerners as cold and hard; all Southerners as lazy and inefficient; all Westerners as rough and blustering; all Easterners as luxury-loving and degenerate. There are many so-called good Americans who have not learned that in all sections of our country there are men and women with very similar faults and virtues. Thus the work of bringing together into sympathetic understanding North and South, East and West, needs to be hastened.

This part of our problem is not easy, especially as it is further complicated by certain well-known local problems, the negro question in the South, the Japanese question in California. The Northerner cannot understand the feeling of the Southerner toward the Negro, and generally takes the "I am holier than thou" attitude toward the Southern "oppressor of a down-trodden people." The Southerner, in his turn, despises the Northerner for his lack of race pride. And so it goes.

Even among our law-makers in Congress we find a discouraging lack of truly national vision. "Mr. President, I speak for the farmers of my State when I say—" declaims a senator from a wheat growing section. "Mr. President, I protest against the restrictions on cotton which are contained in this bill." Rarely, indeed, does the visitor in the Congressional gallery hear a speech which presents the issues and the interests of the country as a whole. He comes away profoundly depressed by the sectional spirit which prevails in our national law-making body.

Yet the picture is not wholly dark. As evidence of this, the city of Washington was witness last May to a most dramatic sight. This was the parade of the Confederate veterans who were holding a reunion in

the capital of the nation against which, sixty years ago, they had taken up arms. It was a profoundly moving sight, this procession of the defeated survivors of those days of strife, as they marched along Pennsylvania Avenue, the same route along which, at the close of the war, the victorious Union army had passed in triumphal review. And floating beside the battle-torn Confederate flags, and carried with pride and love by the old Confederate soldiers, were the Stars and Stripes of the Union, of which they were now forever a part.

The teacher of history can do much to "scrap" the prejudices fostered by jingo patriotism and the cant phrases of politicians; to hasten the doom of sectionalism which impairs the essential spirit of our Union; and to instill an ideal of patriotism which talks little, shouts less, but acts from a deep conviction that "a great empire and little minds go ill together."

The second phase of our study concerns itself with "the stranger within our gates." We Americans sometimes think of the mere size of our country as safeguarding us against being provincial. We smile at the "provincialism of the Englishman," for example, while we fail to realize that the beam in our own eye is not the illumination of truth, but only the specious dazzle of national conceit. The schoolboy, and too often the grown man as well, speaks of the newly arrived immigrants as "wops" or "Dagoes," reflecting in large measure the spirit of his community. His self-betrayal would be funny if it were not also tragic and undemocratic. So far from the vastness of our country keeping us from being provincial, it may do precisely the reverse if it merely shelters a greater number of provincial men and women.

Here to our doors come the nations bringing their treasures. The international mind, far from scorning the gifts or the givers, wishes to exchange with them the gifts of life. How different becomes the outlook of schoolboy or man when he knows with both head and heart the value to himself of the Italian sense of beauty, the Slavic strength, the Jewish consecration. How infinitely larger his own life grows when he learns to include with intelligence and a sense of human brotherhood these riches which are his for the taking.

The third phase of our study concerns our attitude toward other nations. Those of us who have been so fortunate as to live in Washington this year, and to greet the various missions from Europe, are without excuse if we have failed to thrill to the international mind. To pass along upper Sixteenth Street and see the British flag in front of the McVeagh house where Mr. Balfour was staying; a little farther down to see the tricolor proclaiming the friendly visit of the Marshal of France; to look across Dupont Circle to the Leiter house and see the flag of Italy above it; to turn up Massachusetts Avenue and see almost across the

street from one another the banner of brave little Belgium and the merchant flag of Russia; even more, to pass the British and the French Embassies day after day and to see our own Stars and Stripes floating with the Union Jack and the tricolor of France; to see not only our State, War and Navy, our Treasury, and other public buildings officially displaying the flags of the allied nations, but to see the whole city also flying all these colors as symbols of sympathy and welcome to the new order of things—this has been an experience in internationalism such as never before has been offered in the history of the world.

Yet this alliance of the nations is not primarily for the prosecution of the war. If that were all, it would have no greater significance than some of those older alliances into which each nation entered for its own selfish ends, and from which it withdrew when those ends were accomplished. This is to be a lasting alliance of idealism, out of which must develop an internationalism, not selfish but sincere; not conceited but appreciative. This alliance means the casting off forever of old animosities which even recently paraded as patriotism, notably the animosity against England for the Revolution and the War of 1812.

With inevitable logic, this leads us to the question, "What of Germany? If we are to stand erect to-day, freed from the burden of ill-will against England, what are we to do to-morrow with our burden of anger and indignation against Germany?" Here, surely, the international mind gives us the right answer. All unrighteousness we must unsparingly condemn, whether it be our war with Mexico over Texas, our Carpet-Bag régime, or our recognition of the Republic of Panama "with indecent haste;" whether it be England's Boer War, Belgium's slave trade, Russia's pogroms, or Germany's "great betrayal." "We do pray for mercy, and that same prayer doth teach us all to render the deeds of mercy." In our most bitter and just condemnations of others, we shall remember that we too have sinned, and our supreme desire will be to help regenerate, not to revenge.

The last phase of our study concerns our relations with the past. Several of the questions set by the College Board in the history examinations this spring required that the student should understand the relation between the past and his own time. We had such questions as the importance of the reign of Charlemagne in our life to-day; the most important of the conquests of Britain and its permanent results. This establishment of the relation of the present with the past is fortunately not new, but more than ever it needs emphasis. For we are coming to realize that history is not a record of dates, or even of events, but the story of one great human family; that here, very strikingly "the sins of the fathers are visited upon the children" unto the hundredth generation, and no less are the acts of wisdom and virtue. To trace cause and effect, to learn how far back the causes run and how far forward the effects operate, to find our roots running deep in the soil of all the countries of the world—all this

is to get an international point of view that will make for sanity, justice and liberality.

It is difficult not to revert again to what Washington offers to the student of history. Here we see in the Treasury Building, in the Lincoln Memorial and in many other instances reincarnations of the Athens of Pericles, "of the glory that was Greece, and the grandeur that was Rome." Sitting in the galleries of the Senate and the House, and looking back some two thousand years, we see a little group of men called the Witanagemot in early England, working out the Teutonic principle of representation which was to make the Roman principle of incorporation more effective and liberal, and which we believe is to make possible the United States of the World.

Perhaps it is in the teaching of United States history that the international mind is most needed, because it is here that we have had until recently the most unintelligent text-books and methods. That, unfortunately, has saturated the minds of otherwise intelligent people with all sorts of provincialisms, partizanships and fallacies. We have the most crying need for the honesty to admit our sins and shortcomings, to free ourselves from the magical formulas of party politics. We need to see our own national life fearlessly, and to see it whole; and then, finding our place in the international family, to apply to our relations with its other members this same wholeness of vision.

It is not probable that the teacher of history can find opportunity to teach all these things directly to his pupils. If, however, he can teach with these things in the background of his consciousness, history will be the most vital and informing course in the curriculum. Teaching history in this spirit is to the teacher infinitely more than the giving of instruction; it is a passion, a religion. To the student, it is nothing less than the creation of a new heaven and a new earth.

CURRENT PERIODICAL ARTICLES ON THE TEACHING OF HISTORY.

BY W. L. HALL, SUBLIBRARIAN IN HISTORY, NEW YORK STATE LIBRARY.

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Smith, George W., and Lentz, E. G. United States history—Eighth year. Military movements in the Civil war. *School News and Practical Educator*, xxxi (January, 1918), 205-208.

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The War and the Secondary Education of Girls in France

BY PROFESSOR AGNES HUNT, SMITH COLLEGE.

Every great war has its reaction upon the accepted views of education. As Prussia after Jena, or France after Sedan, the defeated nation questions the training of its youth to see if therein lay the germs of its failure, and to learn, if possible, through what alterations in this training may spring the hope of recovery and of future national supremacy. The changed conditions, moreover, of economic, political and social life that any great conflict produces, make necessary such alteration of the educational system in the different countries, as may prepare their youth for the new problems with which they must grapple. In the present conflict, powerful forces set free by the war are moulding a new earth, and already statesmen in such countries as France, where education is a matter of national concern, are endeavoring to forecast the form that institutions may take and to adapt the education of the youth to this altered world.

For no one in France, seemingly, is this transformation to be more vital than for the young girl of the middle classes. At present, little touched by the devastation of the conflict, she is quietly pursuing that education of disinterested culture, in her lycées and collèges that was designed by the State to make her a well informed and intelligent member of society. Not but what the schools felt with the rest of France the disorganizing shock of the first invasion. But nothing has been more remarkable than their quick recovery. Teachers and pupils of both boys' and girls' lycées have co-operated nobly in order to maintain these institutions on their usual basis of effectiveness. France was determined that these springs of her Latin culture and humanism should not fail at the moment when the civilization they had produced was struggling for life with the *barbarie savante* of the Teutonic invaders.

At the beginning of the war the buildings of many of the lycées were commandeered for hospitals or headquarters, but even when this was the case the classes were not discontinued, but were held in any corner that was available—private citizens often putting a salon or a back parlor at the disposal of the school. As is natural the students at the girls' lycées spend much time in knitting and in making hospital supplies. They write long letters to relatives or godsons at the front. They have helped in raising war loans, and aided many charities. In some cases the labor of the girls as well as that of the boys has been used to cultivate the near-by fields, with marked success. But, notwithstanding these activities growing out of the war, there has been on the whole little modification either in the life of the lycée or in its curriculum.

While the young girls, however, are busy as usual

with the study of literature and languages, history and mathematics, older men and women are realizing that the world into which these students will emerge when their education is ended, is not a world that offers them the future they anticipated when they entered—marriage, a comfortable settlement, the bringing up of a family, the direction of the social life of the home, and a leisured middle age. On the battlefields of France lie dead in thousands the men who would have been their lovers and husbands, and it has been estimated that so great has been the loss of the young manhood of France that more than a third of the young girls between sixteen and twenty to-day, must remain unmarried for that reason. If they are not to be supported in idleness by their parents they must seek the means of earning a livelihood for themselves. Not only will this class of young women, however, enter on careers in the outside world, but their married sisters as well will face a call to similar service. Through the killing and disabling of so many of the men in the war, serious gaps have been made in the industrial and professional life of France, gaps which must be filled if her economic life is to be carried on in successful competition with other nations after the war. It is to her women, married as well as single, that France looks to fill these vacant places. They must be ready to serve not only as teachers, physicians and lawyers, but as civil, electrical and chemical engineers, as architects, farm managers, bankers, administrative officers, designers and superintendents of factories. In a few brief years necessity has brushed to one side the old debates as to woman's sphere and woman's capacity, and led her to a place side by side as a producer with man.

Nor are the men of France interested in reviving the old debates. In the first place, their common-sense tells them it would be futile, and in the second place they have every trust that their women will be able to meet their new responsibilities with success. Individual aptitude and not sex should determine, they feel, the choice of careers in the future. "I know certainly," says M. J. H. Rosny, in an article typical of many, "but two careers in which women are inferior—they are the professions of street porter and of ditch digger;" and a little later he admits that he has known women undertaking both of these occupations and giving perfect satisfaction in them.

Mme. Henri Robert writes: "In the liberal careers, in public life, in commerce and industry women will bring in the future their new energy. What ought to be the scope of their activity? The reply is plain. It ought to be as extended as possible. I would freely accord to women not only the right to vote, but

the right to be voted for. I believe they would exercise their political rights in as intelligent a manner as the men."

Nor is there much fear that sex competition in industry will lead to sex hostility. M. Marcel Provost declares, "Everything is changing. What the men would not accept in 1913, they will gradually accept when the war is over. They will accommodate themselves quickly enough to the new spirit of the women and their needs." With the same idea in mind M. Maurice Dounay engages that the men of the bourgeoisie in a new and sublime night of August 4, will renounce their special privileges, and inaugurate a lasting democracy between men and women.

There is little thought that this entrance of the women of the middle class in France into industrial and professional life is a temporary makeshift, certain to lapse when more normal conditions return. On the contrary, it is recognized that a woman who has once succeeded as an independent factor in the world will never again consent to become the passive, obedient partner of the old regime, nor will she train her daughters for such a future. France is to rebuild her civilization not on the man alone, but on the man and woman working together, and the men of France are generously ready to acknowledge that the country will gain in making use, not merely of a part but of all the talents and aptitudes that it possesses.

To prepare herself for her new future is the first necessity confronting the young woman of France. Legal and medical training were already available for her before the war, but now the doors of some of the higher technical schools, hitherto shut to women, have opened to admit them, on equal terms with men. In 1917 the *Ecole centrale des arts et manufactures* and the *Ecole de physique et chimie* admitted women. They are now received at the higher schools of commerce in Bordeaux, Dijon, le Havre, Nancy, Rouen and Toulouse. At Lyons while they are not granted access to the courses in the commercial school for men, the Municipal Council has created a woman's *Ecole des hautes études techniques, industrielles et commerciales* to train them for the higher positions in industrial and commercial life. At Paris a similar school has been recently founded by the alumnae of the lycée Molière, and is in successful operation.

Turning to other fields, one finds that women are to be admitted to the *Ecole d'horlogerie*, their deftness and accuracy promising well in that career. The *Cercle de la librairie* has recognized their adaptability as booksellers, and has opened a course to train them for that profession. The *Ecole des chartes* invites them to prepare to be archivists or paleographers. Doctors are welcoming them into their research laboratories. In the fertile district of Poitou there has been founded through private enterprise an agricultural school for girls to teach them the scientific management of farms or large estates. In 1917 there was created through individual initiative in Paris a school for the training of women superintendents of factories. The course was one of only three months,

but the graduates were at once in demand by the *Compagnie générale d'Electricité*, by the *Compagnie générale des Omnibus*, by the *Manufacture d'armes de Saint-Etienne* and other industrial concerns.

While, however, the industrial and professional world is ready and anxious to receive the women of France, and the technical schools are preparing to fit them for their new career, an old but none the less imperative mission calls. France must be repeopled, and the task of bearing and rearing the new generation belongs to its young womanhood alone. The Frenchman to-day is fighting for his foyer. He would be unwilling to see it disappear after the war. By some means the women who have given to the French home its traditional charm must still remain at the hearth to bring new life into the world and to superintend its nurture. Not only the child but the husband needs her. The average Frenchman cannot think of a successful ménage that is not under the constant supervision of a prudent wife. But how shall she follow her professional career where her work is necessary and at the same time remain in the home where her presence is imperative? Oliver Wendell Holmes once said, that if you fit the same intellect to a man it will be a bowstring, to a woman it will be a harpstring. France now asks of her women that they be bowstring and harpstring both—that they go forth to fight a man's battle with the world, and yet find the way to create and maintain the tender, untroubled serenity of a well ordered home.

The problem is one whose solution will tax the ingenuity and adaptability of the French to the utmost. Not many favor as yet the proposals of some of the advanced feminists that children shall be cared for in public institutions, and food for the family be prepared in common kitchens. More frequent has been approval of the suggestion, supported by M. Painlevé, former premier, that women prepare for and pursue their chosen careers before marriage; that after marriage, when they are engaged in bringing up their children, they continue to follow their outside occupation, but on a part-time basis, and that later in life when at forty or forty-five, they find their children grown or away at schools they give again their full time and energy to their professional activities.

Such a solution is a possible one. It is interesting to notice how closely it approximates the future life of the woman of the bourgeoisie to that of her sister in the working classes. The sheltered home life, the unique concern with the welfare of husband and child, the opportunity for "society," the hope of a leisured middle life have vanished from her. Events set in motion by man, but no longer directed by him have broken down one more barrier between privileged and unprivileged classes, and have hastened the economic democratization of the country.

Can the women of the middle class meet the physical strain of such double activity? There seems on the part of men and women in France little hesitation in affirming that they can. The women of less advanced races and the working women of civilized

nations have constantly borne the burden of outside economic activity and the bearing and nurture of children. There is no reason to fear that if she is properly prepared for it the young bourgeoisie will find her task too heavy. The necessity, however, for adequate physical preparation has aroused the attention of parents and educators, and without question more work in the gymnasium and supervised sports in the open air will be an important part of the curriculum of girls' schools in the future. There is a demand also that the girls' lycées should be used to teach the most modern and scientific methods of household management in order that this responsibility may be met with a minimum of effort and a maximum of efficiency. It raises, however, a new problem, as to whether instruction of this kind belongs to the lycée or to the technical school. This in turn brings forward the question of the proper function and purposes of the girls' lycée.

At the time that they were created by the law of 1880, the girls' lycées were patterned on the lycées of the boys already in existence. The object of both was to give a cultural education in the usual meaning of the term. In certain respects, however, the girls' lycées differ from those of the boys. The latter have a course of seven years, the former of only five; in the second place, Latin and Greek are not in the regular curriculum for the girls, and science and philosophy are studied in a less thorough manner; finally the boys' lycées prepare them for the examinations for the baccalauréat, which opens to them whatever courses they desire to take in the universities. The lycées of the girls, on the other hand, do not fit them for these examinations. The students at the close of their five-year course receive only the *diplôme de fin d'études*, which, as has been accurately said, leads them nowhere at all.

This was not felt until recently to be a serious difficulty, however. Only the occasional student among the girls sought admission at the universities. Most of the young women who expected to support themselves in other ways than by teaching took the technical courses in the higher primary schools, and did not appear in the lycées at all. The latter drew their clientele largely from the daughters of the well-to-do middle class who looked forward naturally to marriage and a home life at the end of their school days. Their education was framed to make them acceptable members of a cultured society. It was not intended or expected to prepare them for a career.

Now, however, changed conditions make this training appear as an education *de luxe*, which France can no longer afford to give or its girls to receive. The problem has, therefore, arisen of how the instruction in the lycées may be altered to meet the requirements of the times.

M. Viviani, Minister of Public Instruction, taking account of the complexity of the question, which, as he declared, was not one that concerned the universities alone, but was a moral and social and grave national affair, formed early in 1917, an extra-parlia-

mentary committee to consider the matter of secondary education of girls in France. This committee is to make as complete an investigation as possible of the whole subject, to hear criticisms of the present system, to receive suggestions and to formulate for the French Parliament the alterations it believes advisable.

France has, as a consequence, been debating the subject of the education of girls in magazines, daily papers, and public meetings during the past year. A natural and logical demand has been that the girls' courses in their lycées shall be made identical with the boys', and like theirs, shall lead, in the future, directly to the baccalaureate examinations and admission to the universities. Others, while admitting the wisdom of this step, would deprecate the turning of the lycées entirely into preparatory schools for the universities, to which not all of the students will go. They would like to keep a place for the unprofessional element of culture, and would be glad also to see the lycées help through special courses in preparing for the more intelligent management of the home.

Perhaps the most interesting suggestion of this kind comes from the *Fédération nationale des associations de parents d'élèves*. This organization proposes that the course should be lengthened from five years to six, and that it be divided into two cycles. The first should remain the general cycle of cultural studies, and should be a four-year course, terminating like the present five-year course with a *diplôme de fin d'études*. The second cycle would be one of two years, and would be the period in which the student might either pursue advanced studies with no practical aim in view, or could prepare, according to the courses which she chooses, either for the first part of the baccalaureate, or for administrative, industrial or commercial careers, or finally receive a training in the scientific management of the household. This course would end with public examinations conducted by authority outside the schools as are those of the boys, and would bring the degree of *diplôme supérieur de fin d'études*. Finally the preparation for the second part of the baccalaureate could be given in a seventh year in the girls' lycées, or the candidates might be sent to receive their final instruction in the lycées for boys.

While its supporters feel that this scheme would preserve the essentials of the old education, while adapting it sufficiently to meet new conditions, and would satisfy both the supporters of culture and the advocates of a utilitarian training, it has nevertheless found vigorous critics. Some of these feel that the girls' lycées ought not to attempt to fit for the universities at all. It would, they claim, send women in too large numbers into the learned professions or into administrative offices with the danger of overcrowding and of creating a *mandarinat féminin*. Women of trained intelligence are wanted rather in the industrial and commercial world. Let the girls' lycées, therefore, abandon the medieval standards of educa-

tion, and by devoting themselves to technical courses, prepare to place their graduates where they are really needed.

Others hold that the purpose of the girls' lycées should be primarily to fit for the universities and deprecate the introduction of any technical courses. The latter, if they are of elementary grade, belong to the higher primary schools; if of higher grade, they are best studied in the upper technical schools. To introduce them into the girls' lycées would result in the presentation of courses neither advanced nor thorough enough to be of practical value, and would at the same time destroy the distinct function for which the lycée should exist. There are those, again, who while they would be glad to keep technical courses out of the girls' lycées would prefer also that they should not adapt themselves to prepare for the baccalaureate. To those persons the girls' lycées are worth preserving as they are. They represent the last stronghold of unprofessional culture in France. As that culture is the finest essence of French life, it ought to be defended to the end against the attempt of either university or commercial interests to capture and dominate it.

In the end, as was inevitable, the battle between the practical and cultural interests went beyond the ground of the girls' lycées, and the foundations of the secondary education of both sexes is being questioned by economists, business men, educators and public officials. Has the youth of the middle class any right

to be developed first of all as a human being, or are the needs of industrial life too urgent to allow him to loiter in any training not meant to fit him for his particular place in the social machine? Is an educated élite an unnecessary luxury, or is its creation the only means for saving France from that absorption in economic prosperity which led Germany to its rapid descent into an industrial barbarism?

One does not know how these questions will be answered. The reform of the secondary education of girls may wait till the end of the war, and become a part of the complete reorganization of the education of the middle classes. It may be treated as a problem apart, and its solution hastened to meet pressing needs. It may be met by subversive measures, it may be met by temporizing ones. Whatever the solution it will be interesting to study, not only for its effect on France, but for its influence on the education of girls in all European countries.

Changes of some sort are, however, inevitable. The feet of the girls of France are set in new pathways—they will follow them unfalteringly. Nearly five hundred years ago when France despaired in her struggle with an alien invader, a young girl roused the country to a will to victory and achieved its freedom. To-day, in her second great crisis, France calls on her young womanhood for aid. There is no doubt that they will meet the summons with the enthusiasm, devotion and courage of Joan of Arc.

Celebrating Memorial Day

BY PROFESSOR EUGENE BARKER, CORNELL UNIVERSITY.

It has been the custom of the American people to make special observance of May 30 every year in memoriam to her dead soldiers. We have done this, perhaps, less in homage to their spirit and bravery than in grateful appreciation of the freedom they gained for us and fought to secure and maintain at various times. Our forefathers who broke away from the tyranny of Britain in the days of '76, those who defended the newly-gained liberties from 1812 to 1815, our fathers who struggled to liberate a race and to preserve the Union from '61 to '65, and the heroes

of the Spanish War who fought to relieve weaker peoples from oppression—for all these we have had the same tribute—we have carried our flowers and laid them on their graves.

We are now engaged in another conflict. We are struggling to preserve the priceless heritage they won for us and to extend it to all peoples. We feel the world pulse of humanity as never before, and our soldiers, shoulder to shoulder with men of other races, are giving their lives to make the world a safe place for democracy. Recently, on All Saints' Day, our



THERE ARE SELECTIONS BY THE BAND.



ALL MARCH TO THE CEMETERY ON THE HILLTOP.

European allies decorated the graves of this newer generation of heroes. Shall we not have need, in the future more than ever, to celebrate a great Memorial Day—a day dedicated to the heroes of all races who have striven to make freedom the blessing of all peoples? Added to our heroes of the past there will be new legions for us to honor. So the day will continue to have a personal significance to all Americans—indeed, a very personal meaning to many families in this land.

Before the issues of the present war arose, we seemed to many persons to be absorbed in the sordid pursuit of our every-day work and play. They decried our apparent lack of patriotism and unity of spirit and of reverence for those things made sacred by the sacrifices of our forefathers. If these same skeptics could have visited a remote little community in northern New York, however, they would never have found cause for doubt; they would have been encouraged to believe that here, at least, patriotism had never died out.

It may be that suggestions may be gained from the way they celebrate Memorial Day which will prove useful in perpetuating this day of homage in other communities.

It is a town of long and honorable history stretching far back through Revolutionary days into the romantic legends of Colonial times. The people are proud of their history, their legends and their ruins. They point out to one the stump of an oak tree (one of many in various localities for which the same honor is claimed) to which it is said the Indians tied General Israel Putnam and put him to torture; they show you the ruins of fortresses built by the French and by the English, and they point out with pardonable pride a beautiful granite shaft in the village park given by a citizen in memory of their sixty-seven young townsmen who laid down their lives on the battlefields of the South. They tell you that the armor-plates of the Monitor were made from iron mined here in their old hills; and lastly, they never fail to do honor to those of the men still living amongst them who fought to preserve the Union when it was threatened a half century ago.

At the outbreak of the Civil War a fervid spirit pervaded the town. The citizens gathered and subscribed a large sum of money to be offered to the government for prosecuting the war. A company was raised during the first few weeks, and the ladies met to cut out and sew uniforms for the men. They made a flag and presented it to this company when it left for the front, and when it departed everybody

went down to the steamboat wharf to see the boys go and to bid them God-speed.

A few months later another company was recruited here, and this town became the rallying-place for almost the whole country. This was a cavalry company. A liberal citizen—the same one who later gave the soldiers' monument—advanced funds for purchasing all the horses needed, and in this way the best horses in the whole region were procured. The government later bought them at a fixed price, but the

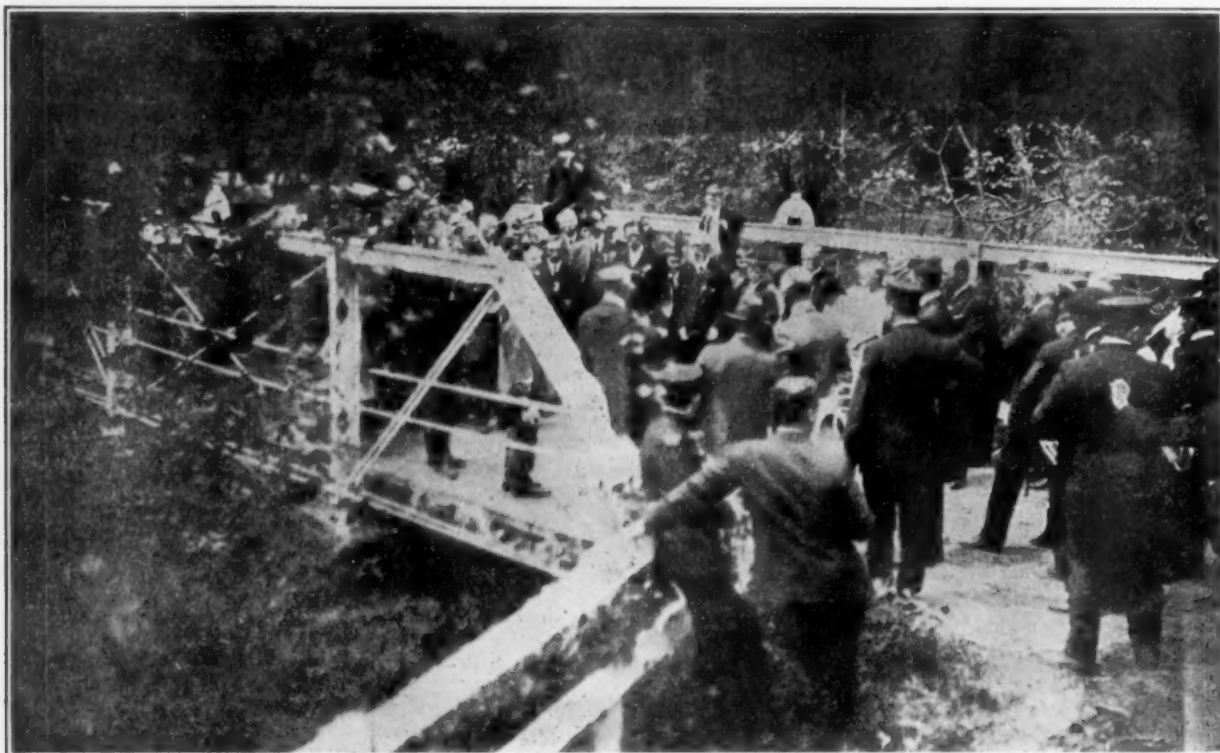


AT THE GATE OF THE CEMETERY THE RANKS PART AND THE CHILDREN WALK BETWEEN TWO ROWS OF VETERANS.

men paid the difference in prices so that they might retain their fine animals. Thus it was, that the mounts of Company H, Fifth New York Volunteer Cavalry, were the envy of the whole service. During the later years of the war many other men went forth to serve. At the close of the great conflict many of these men returned to their old homes, and have since spent the remainder of their lives in ordinary peaceful occupations.

With this historic background, then, it is only natural that there always should have been a spontaneous and whole-hearted observance of such patriotic rites as did honor to the memory of local heroes. When a national memorial day was appointed these people began to observe it in a characteristic way. At that time there were many veterans of the recent war—young men still—and the ranks of the Grand Army Post were well filled. On the morning of May 30 they gathered all on horseback—a gallant cavalcade—and went the rounds of the town, visiting every cemetery and burying-ground where a soldier lay buried and decorating his grave. Later,

It is now quite a different company that gathers early on Decoration Day from that gallant cavalcade of young veterans mounted on their impatient horses. A mere handful of old soldiers are left, and they are comfortably and carefully carried in automobiles furnished by the owners for this purpose. Many of the wives and friends of the veterans accompany them, and anyone else who cares to do so. Most important of all, an indispensable band is taken along to furnish inspiring music. Thus the procession that leaves "The Corners" early in the morning is a long one. The first stop is made a mile or so from the start, where the band renders the national anthem and other



THE CHILDREN SCATTER FLOWERS UPON THE SWIFTLY MOVING STREAM.

after a chapter of Sons of Veterans had been organized, their numbers were added to those of the G. A. R. men, and other citizens not connected with either society accompanied them on their rounds. At each cemetery visited they were met by the people of the neighborhood and by the children of the nearest school. After the children had strewn the graves of all soldiers with flowers, addresses were made by speakers secured for the occasion and prayers offered by local clergymen. The cavalcade would then move on to the next cemetery, where the services were repeated in much the same order, but with different speakers.

This custom has continued to the present time with little variation. The people all turn out to meet the company at each community center where many of them join it and follow to "The Corners" where the chief ceremonies of the day take place.

patriotic airs. The company here gathers several more recruits to itself, and soon the procession is again on its way, winding up the long hills toward the west end of the town. Arrived at I———, almost all the spare population of the surrounding region is there to meet them, all attired in holiday raiment. The people alight from their autos, the old veterans slowly disembark, and the band in all its glory sets foot to earth. The children of the local school are all there with bulging eyes to receive their lesson in civic patriotism, and to get their thrills at the strains of "America" and "The Star-Spangled Banner" blared and piped from throats of brass. They have scoured the woods and fields for the first wild flowers, and when the veterans, together with the associate members of the G. A. R. Post, and the band have formed in line, they, too, fall in line behind them, and all march to the cemetery on the hilltop.

There at the gate the ranks part and the children walk between two rows of bared heads—some of them very white with age. They strew their flowers on the graves and return to the company of people gathered together. An invocation is offered, an appropriate and inspiring address is made, and Lincoln's Gettysburg address is recited by one of the children in clear tones that ring with all the fervor of youth. There are selections by the band and songs in which all the people join. Then all march back to the village green, the pilgrims get into their autos, and again go whirling away to the next cemetery. Here the order of services is repeated with little variation, but with different speakers. These persons are usually clergymen or prominent citizens of neighboring towns who feel honored to be invited to contribute their services.

At one place, where the road crosses the little river that traverses the town almost from one end to the other, a very picturesque rite is performed. Standing on the bridge the usual exercises are held. Then the children scatter their flowers onto the swiftly-



THE PEOPLE ALIGHT FROM THE AUTOMOBILES.

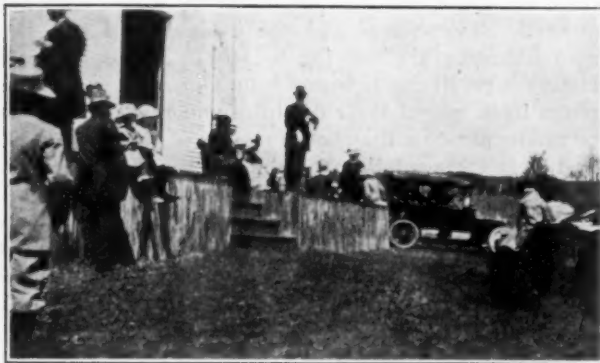
Seated" in tones that ring reminiscent of former days.

On the wall in front of all there hangs the most sacred relic of this historic town. It is the old flag which the ladies sewed at the beginning of the war, and presented here in this very church with their blessing and with formal exercises to the first company when it went forth in 1861. It was borne at the head of the company through four years of hard fighting, always with honor, and was brought back by the color-bearer and treasured by his family ever since.

At the close of the exercises in the church, the people go forth and give the remainder of the day without restraint to pleasant social intercourse. There is usually a game of baseball in the park, and there is ice-cream, candy, peanuts and popcorn enough to give somewhat a holiday aspect to the day. However, in spite of these lighter manifestations, the pervading spirit that lingers until folks go home to do their chores is one of reverence and of somewhat subdued festivity. It is a day dear to all the people, when sons and daughters who have long ago moved to other towns return to visit the family and old friends whom they are pretty sure of seeing on this occasion. It is the one day in the year when the whole community is inspired with the same sentiments and feels the same emotions, when all are united in an observance of traditions common to all and native to their own community.



THE CHILDREN ARE ALL THERE WITH BULGING EYES.



AT EACH CENTER THE PEOPLE TURN OUT TO MEET THE COMPANY.

running stream in honor of those who were in the navy and lie in sea graves.

The starting-place at "The Corners" is reached about noon, and here the ladies of the church have prepared a bountiful dinner. The whole community is fed at this public repast, which consists chiefly of baked beans, cold salads, pie, coffee and other plain but substantial "victuals." After dinner the members of the Post again form in line and march to the schoolhouse to meet the children; then all together up the village street and across the park. They stop at the Soldiers' Monument for brief exercises, and pass to the Old Burying-Ground behind the Brick Church.

The exercises held here in the afternoon are the most important of the day, and so are somewhat more formal in character, and are held inside the edifice. As many people as can find accommodation inside have already filled the pews when the old veterans come in. One can hardly say "march," for their faltering, feeble, infirm steps are far from military. One of them carries Old Glory with reverent, though trembling hands. Everybody remains standing as they take their places in the pews reserved for them. Their commander gives the order to "Uncover—Be

Timely Suggestions for Secondary School History

PREPARED UNDER THE DIRECTION OF FOUR COMMITTEES OF HISTORIANS IN CO-OPERATION WITH
THE NATIONAL BOARD FOR HISTORICAL SERVICE.

I. The Great War and Roman History

BY PROFESSOR WILLIAM D. GRAY, SMITH COLLEGE.

The following is an attempt to indicate certain lines of connection between the present war and Roman antiquity. Any effort to demonstrate the "continuity of history" is attended with peril; and the present writer is conscious that some of his statements demand more of qualification, exposition and defense than it has been possible to allot to them within the limits of a short article. He must plead brevity as his excuse for an occasional appearance of dogmatism.

It is generally agreed among the enemies of Germany and Austria that the German rulers of these countries are mainly responsible for the war. The psychology of these men has been revealed by their utterances and by their conduct of the war, as something anachronistic in the world of to-day. This psychology has been during the past three years the object of a great, but by no means flattering, curiosity. The student of Roman history is, if I am not mistaken, in a position to give at least a partial explanation of this curious German temper and character.

For one thing it is evident that the ancient Caesarism and imperialism are living forces in Germany to-day. Doubtless economic motives have had much to do with bringing the war to pass. But the ambitions, the aspirations, the perverted idealism of certain German rulers and militarists have also been important factors in the case. To these men the economic supremacy of Germany is but part of a larger dream. And the nearest realization of that dream that history has seen, is the ancient Roman Empire. Imperialism is of course far older than Rome, but it was in the Roman Empire that imperialism found the expression that has taken captive the imaginations of later men; in that Empire it found, if anywhere, its justification. Rome's wonderful progress from insignificance to world-empire has long appealed to German philosophers as a most conspicuous example of the Hegelian Welt-geist's expression of himself through his chosen nation. The government of the Empire was of the type which these philosophers have approved: the divinely chosen Head ruled in his peoples' interests, but not necessarily with their consent. And as the result the nations lived in concord under the great pax Romana, and the highest existing form of civilization was their common possession. It may be remarked *en passant* that it is a German historian who is mainly responsible for the widely prevalent view that humanity was peculiarly blessed

under the early Roman Empire. To restore this happy state of affairs might well seem to a modern imperialist worth all the initial cost in bloodshed and misery.

It is not maintained that many of the Pan-Germanists have had consciously before them the ideal of a modern restoration of the Roman Empire—though there is evidence that the thought has occurred to some of them. But Roman ideas have been at work in Germany and Austria, and their influence has extended to people who have little knowledge of the *fons et origo* of the impulses by which they are swayed. The causes and the evidences of this Roman influence are not far to seek. Philosophy and history are living influences in Germany. Philosophers have taught their disciples and readers that the Germans are now the chosen people of the Welt-geist, that it is their mission to take the place of Rome as the great conquering and civilizing power. Historians have kept alive the memory of the mighty role played by the ancient Germans as champions or as wreckers of the Roman Empire; they have emphasized that link that binds the ancient imperialism with the modern—the "Holy Roman Empire." We actually find Prussians to-day justifying the retention of Alsace-Lorraine by Germany on the grounds that the disputed territory was once within the Holy Roman Empire! The modern historical method in Germany was founded by men who devoted themselves wholly or in part to ancient history: Niebuhr, Droysen, Ranke, Mommsen, and others. Some of these men made use of the example of the ancient imperialism to intensify the growing imperialistic aspirations of their German contemporaries. We know how Caesar received his second apotheosis at the hands of Mommsen. The results of all this are everywhere apparent. We can see the acquired "Romanism" of the Germans not only in the desire for conquest and empire, but in the general worship of "Macht," in the pompous and arrogant speeches of the Kaiser and his professors, in the grandiose and brutal triumphal monuments of the German cities and in other phenomena. One merits particular attention. The German emperor is probably more under the influence of the idea of "divine right" than any modern western ruler. That idea is a lineal descendant of the ancient apotheosis which spread from the Orient to the West through the deification of the Roman Emperor. Let me conclude this part of my discussion with the words of the All-highest: "Our German

Fatherland, to which I hope it will be granted to become in the future as closely united, as powerful and as authoritative as once the Roman world-empire was, and that just as in the old times they said, 'Civis romanus sum,' hereafter, at some time in the future, they will say, 'I am a German citizen.' ("Conquest and Kultur," page 21.)

And yet for all these ancient influences, the Germans, or the dominating north Germans, can hardly be classed among the direct heirs of Greece and Rome. Germany, it is true, is the land of classical philologists, archaeologists and historians; but it may be said that while the Germans have antiquity in their minds, the allied nations have it in their blood. (I believe this to be true even of England; Russia would be an exception, but Russia is no longer in the conflict.) By a series of familiar events in Roman history, Europe south of the Rhine and the Danube was saved in antiquity for the city-state with all its priceless heritage and for the Roman law, while northern Europe remained the country of the tribe and of the German law. The two types of civilization have persisted in spite of many modifications in both, and the present war is in a measure a conflict between them. The German Kultur is entitled to be called great, but its abrupt limitations are exactly what we should expect in a people whose ancestors had been excluded from the ancient culture. Germany would take the place of the greatest imperial power of antiquity, but it is in exactly her imperialism that she has failed. She lacks the old "humanitas," using the word in the broad Latin sense, and this explains her lack of success in dealing with her subject peoples and her colonies, the breakdown of her diplomacy, and the incredible barbarities that disgrace her warfare. She is still tribal in her narrow and selfish nationalism, even in her religion. Not sharing in the immemorial legal traditions of the southern peoples, she seems, although she is often called "law-abiding," to respect not so much law as the authority and force behind it. Such incidents as the Koepenick farce and the Zabern affair are illuminating. The contempt of Germany for international law (the law that is not backed by force) is notorious. To sum up what has been said, the German character, and hence the character of this German war, can be in part explained both by what the Germans have derived and by what they have failed to derive from ancient Rome.

There are many other points of contact between the war and Roman history, but I shall be compelled to confine myself to the mere mention of a few of them, and to group in one paragraph the few that I select, heterogeneous as they are. The memory of her mighty past was one of the forces that brought about the reunion of Italy, and made it possible for her to play a great part in the war. The question of Alsace-Lorraine is connected with Roman history. It was the victory of Cæsar over Ariovistus between the Mons Vosegus (the Vosges) and the Rhine, that saved this territory for Romanization, and helped to

bring it to pass that the sympathies of its inhabitants, whether Celtic or German, have always been with the Latin culture to the South. To the student of Roman history belong the documents that describe the ancient Germans: documents (e. g., the *Germania*) in which the modern Germans claim they find the germs of their distinctive national virtues—*deutsche Treue, deutsche Innerlichkeit*, etc. The topography of the Mediterranean lands and of the nearer East has acquired a new interest. It is possible now for the teacher of ancient history to elucidate with the same map a passage in the text-book and a paragraph in the morning paper. Finally the war situation is complicated by the influence of that scion of the Roman Empire, the Roman Catholic Church. We have seen the pope appearing recently as an arbiter among nations, as a claimant to that temporal sovereignty which was the inheritance of the papacy from the Cæsars.

Roman history is rich in parallels with present conditions. We find, for instance, the Ariovistus mentioned above, seizing on the more desirable lands of his Celtic neighbors, and deporting the original inhabitants quite in the manner of his descendants. But to enumerate parallels would be perhaps an impertinence to the thoughtful reader. There is one parallel, however, that should be mentioned, not because it has escaped notice, but because it has impressed even the unhistorical multitude. The Germans are again invading northern France and Italy, and the trenches on the west front are drawn where Cæsar threw up his earthworks in the vicinity of the Aisne. The invaders are murdering non-combatants or carrying them away into slavery; they are wantonly destroying monuments, priceless in their historical associations, irreplaceable in their beauty. The popular feeling that in the present war we have a repetition of the assaults of the barbarians on the Roman provinces, is reflected in the current use of the word "Hun" as applied to the Germans. The word is inaccurate enough from the ethnological and historical point of view, but it reveals the conviction of average men that this is not only a war of democracy against autocracy, but of civilization against barbarism. There has been in modern thinking a hopeless confusion of "civilization" with efficiency in the manufacture and use of machinery. That confusion has been dispelled by the war, for we have seen a race pre-eminent for its technical skill, reverting in its ideas of international morality to its ancestors of the wild German forests, to men like those described by Cæsar, who measured their national glory by the extent of wasted country that surrounded their territory ("De Bello Gallico," IV, iii). We have reason to believe that the triumph of these ideas would mean the return of ages no less "dark" because the new barbarians have at their disposal all the resources of modern science.

II. English History, 1815-1914

BY PROFESSOR WAYLAND J. CHASE, UNIVERSITY OF WISCONSIN.

It is not easy for a high school pupil to find his way in the dense forest of facts in the century following 1815. To assist him to keep the clear trail of cause and circumstance, and to have some real understanding of their significance, the teacher needs to call in all his auxiliaries. It is especially timely for him now to ask of the past what it contains that helps most to interpret the present and to enquire of the present whether its problems may not give new importance to certain aspects of the past. As answers to these two related questions the following suggestions are made as to emphasis on phases of the history of this period.

The industrial revolution, extending over from the previous period into this, exerted a profound influence on both political and social progress. In manufacturing, a great advance had been made, especially during the Napoleonic wars when England had a monopoly of security from invasion. The change from hand construction to power production through the application of steam, begun before 1815, went forward rapidly after that date, and affected almost every form of manufacture. Parallel with it there was a great advance in the invention of machinery for the factories that had now supplanted the homes as centers of production. England was not only leading the world during this period in these activities, but was teaching it industrial arts as well. Before 1840 steam was hardly used at all in Prussia, but in England its application to machinery was by that time more than a hundred years old. Most of the industrial changes throughout the world in the generation following 1815 were the result of English initiative, and the fact is deserving of emphasis that it was from British models and workmen that employers and artisans in the infant industries of the United States as well as of the continent learned various industrial processes, the application of steam to locomotion and production, mechanical devices, the modern factory system, and industrial organization.

It was from England, too, in this period that our ancestors in this country were being instructed by such masters of literature as Scott, Wordsworth and Coleridge from whom in point of time Dickens, Thackeray, Tennyson, Browning, Ruskin, Carlyle and George Eliot were not long separated; and their great contribution to a literature we are proud to call our own should have due emphasis in the history, as well as in the English classes. Great masters in science also, like Dalton the founder of modern chemistry, Joule the founder of modern physics, Darwin the epoch-making naturalist, and Spencer the pioneer in sociology increased the obligation of American civilization to English scholarship.

In the field of foreign relations the war has caused new appraisal of values, and so has afforded reasons for both more and new emphasis on certain features

of British foreign policy. Britain's aloofness from the Holy Alliance of Prussia, Russia and Austria in 1815 takes on new significance; and it should be noted, as Dunning points out, that English whigs and radicals rejoiced in 1823 on the promulgation of the Monroe Doctrine because England and the United States seemed to be standing together in defence of world liberty against the despots. Germany's violation of Belgium has made more important England's large part in bringing about the independence of that country in 1831. So, too, England's relations to Turkey from the time of the War of Greek Independence, 1821-9, and policies like that of Disraeli expressed in the Berlin Congress and Treaty of 1878, now viewed from a new angle, have a new interest. England's relations with France and especially with the German Empire offer strategic points for the awakening of the pupil's interest. Much study of these aspects of English history is of course impracticable for the high school pupil, but through assignment of special topics to selected individuals some of these facts of foreign policy can be brought before the class.¹

But that aspect of our field of study which this war makes most deserving of class-room emphasis is history's progressive revelation of the similarity between English and American political and social ideals and methods of achieving them. Jeremy Bentham's political doctrine, "the end of government is the good of the governed" not only inspired the promoters of political reform in England between 1815 and 1832, but also expressed precisely the aspirations of advancing democracy in this country. Indeed the progressive radicals in England systematically cited American examples in support of their demands for reforms. Those years of progressive legislation saw the people gaining the right to assemble freely and combine as fellow-workers in the same industry; saw, too, the enlargement of the freedom of the press; the sweeping away of religious disabilities and prohibitions that rested grievously upon both Roman Catholics and non-conforming Protestants; the extension of the franchise, and the reform of great abuses and inequalities of representation in parliament. In the United States also these same years witnessed a great popular movement towards democracy. None of the first constitutions of the thirteen original states granted absolute manhood suffrage, but in 1820 and 1821 Massachusetts

¹ For work of this kind, teachers can use to advantage, in addition to such general books as those by Hayes and Hazen, the following more special studies: Schmitt, "England and Germany, 1740-1914" (Princeton University Press); Seymour, "The Diplomatic Background of the War, 1870-1916" (Yale University Press); Bullard, "The Diplomacy of the Great War" (Macmillan); Rose, "Origins of the War" (Putnam).

and New York led in abolishing the property basis for voting. Yet in some of the states, as in Delaware and Georgia, it was not until the very years of the first Parliamentary Reform Bill, the early thirties, that the property basis for suffrage was abandoned. And if any of our pupils, lacking historical perspective, complain that the Reform Bill of 1832 shut out from the suffrage all below the middle class, we may tell them it was not till 1850 that manhood suffrage was secured in Virginia, and that Rhode Island kept its property qualification for the suffrage unrepealed till well into the last quarter of the nineteenth century. Moreover, since the reform bills of 1867 and 1884-5 the English franchise has been extended to all except a small minority of the adult males; and the House of Commons has just passed a bill extending the suffrage still further, and including a provision for woman suffrage.

It is more than coincidence that 1846, the year of the triumph of the Anti-Corn Law League, was the same year in which the Walker tariff measure was passed by our congress, making free trade our national policy till the time of our Civil War. That the Chartist movement with its six demands for popular reform paralleled the line that political progress might well take in America, may be illustrated as to two of those demands, that for secret ballot and that for equal electoral districts, by pointing out that in 1850 in the majority of our states the *viva voce* method of voting was practiced, and that the principle that our congressional districts shall be of equal size does not even yet certainly control, since recently one of the Republican districts in New York state contained 165,701 inhabitants and one of the Democratic 450,000. England's progress toward democracy during these years can be better appreciated by comparing it with what was happening on the continent between 1848 and 1871. In France and Italy political liberalism gained at last substantial victories, which were inspired in considerable measure by English example; but in Germany the promising democratic movement of 1848 failed and the reactionary party gained a great victory in the Prussian constitution of 1850 which is still the dominating factor in the German political system.

England's social reforms also were like those for which we of America were striving or of which we stood in need. A few of the possible illustrations of this must suffice. The factory acts of 1833 secured for English women and children workers relief from excessive labor demands against which American workers had to struggle vainly for many years thereafter. In truth, there are still sections of our country where child operatives in factories are denied the relief which English children then obtained. England's prohibition of the African slave trade went into effect in 1807, one year earlier than a like prohibition was enacted by our congress, and the emancipation by act of parliament of the slaves of the British West Indies was hailed with joy by our own abolitionists who felt that this British example put a

weapon into their hands for their attack on slavery in the United States. Though for twenty years before our civil war nearly or quite three-fourths of the cotton crop of our southern states went to English factories, whose workers as well as those in commerce and the other trades allied to cloth-making depended for their livelihood on the American supply of this commodity, the bulk of the British people, as Lord Bryce points out, and some of their intellectual leaders like John Bright and Goldwin Smith stood steadfastly for the north. During this century, too, England set about reforming her courts and legal procedure, removing burdensome technicalities and crying abuses, until she evolved a system from which other countries, including our own, have much to learn. She has established postal savings banks, government-owned telegraphs and telephones, enacted measures for the purchase of lands for the tillers of the soil and for regulating the relations between employers and employed. Her methods of municipal administration merit high praise, and she has recently provided for old age pensions and workmen's insurance against sickness and unemployment. While not a pioneer in all these innovations she has gone far beyond the United States in many phases of state socialism, and, whether or not all of them may be suited to our conditions, they at least deserve careful study.

The expansion of Britain over the seas had been largely achieved before 1815, but one of the outstanding features of this period is the development of her colonial policy. Taking shape for Canada in 1840 from Lord Durham's epoch-making report, eminently successful self-government has become established in these far flung dominions, which have, with the United States, not only that fundamental identity of civilization that unites us with England, but also "other points of likeness arising from their similar evolution under frontier conditions." The prosperous and well developed democracies of Canada, Australasia, and South Africa are now members of a great Commonwealth of Nations rather than of an Empire, voluntary parties to a true federation, bound together by a sense of obligation to the mother country, and to each other to preserve and advance a common civilization. This understanding of federalism is another great fact of identity between English and American political ideals. Unquestionably our own success as a federal union and the utterances of our statesmen have furnished much of the inspiration for this movement which looms so large in England's history during the last twenty-five years. This similarity of American and English political ideals stands out very clearly against a background like that afforded by the strongly monarchical type of federalism conceded by the German rulers to their people.²

² See on these topics W. A. Dunning, "The British Empire and the United States;" G. L. Beer, "The English-Speaking Peoples," and C. D. Hazen, "The Government of Germany," in the "War Information Series," published by the Committee on Public Information.

III. The Interaction of European and American Politics, 1823-1861

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During the three decades which ended with the proclamation of the Monroe Doctrine, American history was influenced by the course of events in Europe to an extent which even the most provincial textbooks have been forced to recognize. The French Revolution, the Napoleonic wars, the policies of the European Alliance, all these things are, as "every school boy knows," important facts of American, as well as of European, politics. The story of the next thirty odd years is, however, a different matter. During those years, our frontage on the Gulf of Mexico was carried westward from the Sabine to the Rio Grande, and the territory of the republic was extended to the Pacific. To tell how all this came about must always be a large part of the history of this "middle period." When we add to this theme of territorial expansion all the absorbing topics connected with the development of our internal resources, the administration of the public lands, the progress of immigration and settlement, the construction of canals, turnpikes, and railroads, the sectionalizing of North and South on the question of slavery, not to speak of such more conventional matters as party politics and presidential administrations, we seem to have before us the history of an aggressive self-sufficient people living their own life comparatively indifferent to, and unaffected by, what was going on across the Atlantic.

Nevertheless even in this period there are significant points of contact with the Old World. One of these is the interest felt by many Americans in the European conflict between absolutism and the principle of self-government. In the twenties, the "European system" of the three great autocratic monarchies, Austria, Prussia and Russia, seemed to be securely entrenched in the greater part of continental Europe; but even in this time of discouragement, liberals everywhere followed with keen interest the Greek struggle for independence which, after many reverses, was finally successful through the intervention of Russia, France and England. Americans also showed their sympathy with the Greeks in various ways. Monroe's message of 1823 declared that the independence of Greece was "the object of our most ardent wishes" and during the following session of Congress Webster and Clay, and a number of other Congressmen, including one from the frontier State of Illinois, took their stand in favor of a resolution which would have given congressional endorsement to the President's statement. No formal action was taken by our government, though money was raised by "phil-Hellenic" committees and a few Americans joined the Greek insurgents. Nevertheless American interest in the cause was sufficient to bring a letter of thanks from the President of the Greek National Assembly to President John Quincy Adams, declaring that, "In extending a helping hand toward the Old

World and encouraging it in its march toward freedom and civilization, the New World covers itself with increased glory and does honor to humanity."¹

The French Revolution of 1830 was not so important an event as that of 1789, but it gave rise to sympathetic movements in other European countries, established the independence of Belgium, awakened hopes for free government and nationality in Germany, Italy, and Poland, and was not wholly without effect even in America where Lafayette's recent visit to the scenes of his youth had stimulated American interest in European liberalism. President Jackson in his annual message of 1830 referred with satisfaction to the overthrow of the Bourbon Monarchy in France, pointing out that the new Orleanist King had been endorsed by Lafayette and claimed his throne, not on the principle of Divine right, but by "the paramount authority of the public will."² When the German uprisings were suppressed several of the active participants took refuge in America and even the unhappy experiences of far-away Poland did not pass unnoticed. Francis Lieber, a refugee from Prussia in the twenties, noted in his diary a conversation with Jackson in 1831 about the Poles, and afterwards recalled "the time when every American seemed to feel deeply and warmly with Poland."³ During this same decade of the thirties, the great French thinker and statesman de Tocqueville visited the United States and wrote his famous book on "Democracy in America," in which he referred to this country as an example for Europe in the successful working of democratic institutions. Meantime England also was taking cautious steps in the direction of democracy which prepared the way for better understanding between the two English-speaking peoples.

Far more significant for America than the events of 1830 were the Revolutions of 1848, disappointing as the final outcome was. France became for a second time a republic and the American minister in Paris was the first to recognize it, a step for which he was emphatically commended by the government in Washington. On the other hand, the leaders of the popular party in France were much interested in American constitutional precedents. Unfortunately this second French republic was soon overthrown by Napoleon III and converted into the second empire, whose aggressive policy in Mexico and whose sympathy with the Confederacy, in direct opposition to liberal French opinion, seriously embarrassed our government during the Civil War.

From France the Revolution spread into Germany, and here as in France much interest was taken in

¹ See "American Interest in Popular Government Abroad." (War Information Series, No. 8.)

² "Messages and Papers of the Presidents," II, 501.

³ Perry, "Life and Letters of Francis Lieber," 93, 277.

American institutions. For Germany, American experience in federal government was especially important, and there was a considerable demand for copies of our state and federal constitutions. Francis Lieber, then a professor in the State College of South Carolina, visited the sessions of the German federal assembly at Frankfort, and said afterwards that he had heard from "men of all parties there, that the more they studied our constitution (and it was published in numberless translations) the more they were amazed at its simple grandeur and deep wisdom." Our minister in Berlin was also accredited to the provisional federal government at Frankfort and his instructions referred to the conflict between two parties in Germany, one desiring to establish governments on the basis of divine right and the other advocating constitutions framed on the principle of popular sovereignty; in such a conflict, "all the sympathies of the Government and the people of the United States" were with the popular party.⁴ These hopes were, however, for the most part doomed to disappointment.

A similar interest was taken by Americans in the Hungarian revolt against the Hapsburg Monarchy. A special agent was appointed by President Taylor to visit Hungary and recognize it "promptly" as an independent state, if circumstances seemed to justify it. In his instructions, Hungary was described as "a great people rising superior" to "enormous oppression." This movement also failed through the intervention of the Russian Czar; but American interest continued. A Congressional joint resolution invited the Hungarian leader, Kossuth, to the United States and offered passage on a vessel of the American navy. He came to Washington, was formally received by the President and both Houses of Congress and was greeted with enthusiasm by the public generally.

The most important practical consequence for America of this political unrest in Europe was its effect upon immigration to the United States. The rapidly increasing number of immigrants in the middle years of the nineteenth century was of course due in large part to economic causes; this was doubtless true of the majority of those who emigrated from England, Ireland, and Germany. This fact should not, however, prevent us from recognizing the immense value to America of the groups of ardent idealists who came, especially from Germany, in search of the freer political institutions which they had failed to secure at home.

It is impossible to mention more than a few of these exiles who deserve an important place among those who have helped to establish the traditions of American liberty. The repressive system of Metternich, and of his co-workers in Prussia, sent to America Carl Follen, later an instructor in Harvard College, who became a leader of the anti-slavery move-

ment in Massachusetts, and Francis Lieber, one of the most distinguished of all American writers on politics, and a powerful defender of the Union cause in the darkest days of the Civil War. The collapse of the revolutionary movements of 1830 brought to Illinois Gustav Koerner, one of the strong Union leaders of the Middle West. Most numerous and important of all these political exiles were the "Forty-eighters" who came in the last dozen years before the outbreak of the Civil War; among them were such men as Carl Schurz and Franz Sigel, who fought for liberty against the Prussian and Austrian reactionaries in Germany and then did valiant service in America, in politics and on the battlefield, that "government of the people, by the people, for the people" might not "perish from the earth."

How these men felt about their adopted country should be read in their own words. Lieber wrote in 1850: "When a man leaves his native country to wed another, he cleaves to the new one as to a chosen wife, the faster, and the truer;" and again in 1851; "I am an American by choice; others are so by chance. I came here because persecuted for liberty."⁵ Carl Schurz told a college society at Beloit, Wisconsin, in 1858, how, oppressed by the dead-weight of old world conventions and prejudices, "which a moment of enthusiasm, however sublime, could not destroy," he turned to America as "the last depository" of the hopes of all true friends of humanity; and this, he said, was not only his own personal feeling, but that of "thousands of thinking men in the old world."⁷ The hard realities of American life undoubtedly brought some disappointment to these youthful enthusiasts, but most of them kept their faith in the essential soundness of American institutions and combined with that faith a determination to do their part in realizing more completely the ideals of the great Republic, which, with all its shortcomings, was yet, as Schurz said, "founded upon clear, sound, just, humane, irrefragable principles,"—whose people were, for the most part, "full of warm sympathy with every effort for human liberty the world over."⁸

It is impossible to measure the contribution made by such men toward the maintenance of fundamental American ideals in the critical period of the fifties and the sixties. With the native American population sharply divided on the great issues of slavery and the Union, these political refugees who had left home and country because of their devotion to free government re-enforced strongly and decisively the idealistic elements in the national life. They contributed largely to the election of Lincoln in 1860; they helped to save the doubtful states for the Union in 1861; and they answered in large numbers the call for volunteers.

⁴ Perry, "Life and Letters of Francis Lieber," 237, 248.

⁷ Schurz, address delivered before the Archaean Society of Beloit College, July 13, 1858 (Beloit, 1858).

⁸ Schurz, "Reminiscences," II, chap. 2.

⁵ Perry, "Life and Letters of Francis Lieber," 237. "American Interest in Popular Government Abroad," 10-12.

⁶ Ibid, 12, 13.

IV. Some Suggestions As to the Use and Abuse of Current Events in History Classes

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It does not seem out of place at the beginning to say that this article is upon a subject of great and of growing importance. Just what and how much use shall be made of current events by teachers of history is a topic worthy of serious consideration, one which doubtless will be discussed by organizations until some working basis is arrived at. Meanwhile there may be room for some reflections upon the growth of interest in current events by the American public and for some suggestions as to their legitimate use in history classes.

Just now a note of patriotism is being sounded in urging upon us the study of "current history." There is not a shadow of doubt that an intelligent interest in world happenings should be encouraged, for the American people have shown too little of it heretofore in all that did not unmistakably and directly concern themselves. As a nation we have been provincial and narrow in our attention to contemporary affairs outside our borders. But now the feeling has become more general that the world is small, and what concerns Europe or Asia or Africa may also vitally concern us. It is becoming recognized that not only an intelligent interest but a discriminating study of these world happenings is a patriotic duty. A wave of interest in recent events was noticeable even before the Great War developed in a way to involve America more and more in European affairs. This wave was welcomed gladly even by those who saw in it possibilities of confusing the fundamental ideas of history teaching with something quite different, because it was counted upon to produce in spite of its drawbacks a larger sum total of intelligence and knowledge of historical facts. That this has been one of its results no one gainsays, and so far we can feel cause for congratulation. That it did, however, carry with it too strongly the idea that the present was the only period of real practical value for study, and that the past was too dead for consideration, must also be admitted. Even the more moderate of those emphasizing this modernist conception of history were loath to see much of value, certainly nothing useful, in discussing events occurring before 1870, save when they might be drawn upon to explain the present. The way was thus cleared for the onrush of the unprecedented interest in current events which was to materialize after July, 1914.

The outbreak of the great war in Europe came with such terrifying unexpectedness on the part of most Americans that its first effect upon them was of numbness and confusion, a feeling that it could not be actually true. But presently there began to be heard on all sides questions as to how it had happened, what had caused this monstrous calamity, what hope was there of adjustment and the re-establishment of peace.

The citizen, his wife, and his children wished to know something about conditions which were both cause and effect of the war. This resulted in an increased desire to study present world conditions, and certain periodicals, ever ready like the press to serve the immediate interest of the day, began to introduce or develop departments devoted to current events and to stimulate interest in these events by means of questions intended to promote discussion in the home or in the classroom. The pressure upon teachers to fall in line shows itself in advertisements like the following: "Your teacher of history . . . will gladly grant the request of your father or mother and use this periodical in his class work." Some have gone so far as to suggest, even to urge, the substitution of this study of current events for history and indeed declare that only by such study can the past be understood. Patrick Henry's utterance: "I know of no way of judging of the future but by the past" has been almost reversed by those who maintain that the past can best be understood in the light of the present. The best answer to this was given last December at Philadelphia by Professor Henry Johnson: "the past itself can be explained only in terms of what is important in and to the past and the past itself must be explained if the past is to be of any service in explaining the present."¹

Two main methods of using current events in history classes might be distinguished. Either the subject matter of the course, ancient, medieval, and modern European, English or American history, is supplemented by the systematic use of current events, or else an attempt is made to build up a course around current events as a nucleus. The former plan is but the intensifying of a custom frequently and rather generally followed by able and broad history teachers, to a greater or less degree, of referring to the happenings of the day when they had any real connection with any part of the subject-matter of the course in question. Such references were not dragged in but came naturally as they were appropriate to the field of history under discussion. The student was not expected to explain the past from his knowledge of the present, but he might be told that his acquaintance with history would help him to understand the present event. The essential continuity of history was emphasized and the interest aroused was legitimate enough. The addition of current events on a larger scale as supplementary to any and all courses in history may produce, however, a combination full of dangers to the average

¹ THE HISTORY TEACHER'S MAGAZINE, February, 1918, p. 75.

teacher or student. It necessitates at the start a full realization on the part of the teacher of the differences in the two kinds of material he is called upon to handle and requires skill to use this material so as to develop interest, intelligence, and understanding without any tendency toward the superficial or toward snap judgments. For while the phenomena of which both history and current events treat are much alike, so much so that we assume that they are of the same general kind, yet there is what we may call a difference in degree or a difference in amount of completeness, definiteness, accuracy, and finality about them that makes a corresponding difference in the method of approach advisable.

In history, historical facts of the same period are examined to discover their relation to each other, for cause and effect, and for the influence of the one upon another. This is all brought out and made clear by the history teacher or writer, who has availed himself of the well-determined data on the subject. The current events presented in the periodicals frequently have little definite connection with each other. Often, to say the least, by the time the causes and results of any of these events are known with even approximate exactness and its relation to the other contemporary events at all definitely ascertained, that event has become history and has passed beyond the horizon of the current history classes. The Russian Revolution for example, possibly the most important event of 1917, can be understood only through a thorough knowledge of its causes and preliminaries. A chronological study of the literature already existing in some abundance upon the Russian overturn, reveals opposing theories as to its origins, many contradictory accounts of its progress and many different statements as to the purposes of its leaders. Even to-day we are too near it to get the right perspective for the revolution as a whole or for the events of a year ago. Imagine therefore, the plight of the history teacher who felt compelled to give his class, week by week during 1917, something definite upon its development and upon the outlook in Russia. Yet many did try to do so in order to satisfy their classes, and one teacher at least has testified to the strength of the pressure. In such cases as this, the premises being incomplete or inchoate, the conclusions must be tentative. While the student of history in relying upon the recorded facts can be reasonably sure of reaching some definite understanding of the phenomena of the past, the student of current events must hold a final judgment in reserve awaiting the time when fuller data will be accessible.

It follows that it is scarcely possible to distinguish between a happening and an historical event. Our proximity to it is apt to ruin our sense of proportion enough to prevent us from separating the important from the unimportant, the historical from the ephemeral. The pupil here needs guidance in distinguishing interesting facts from historical facts. The weekly news records the dethronement of the Russian Tsar and also an unprecedented snow-fall in

Canada. The teacher must make it clear to which of these two the more weight must be attached, or the pupil will go away with a false idea of the relative value of things. It is the teacher and not the editor of the weekly magazine who is to be held responsible if the pupil's note-book comes to resemble in its trivialities the monkish chronicles in the early days of recorded current events.

Current events brought into history classes challenge comparisons between the heroes of to-day, the battles of to-day, the facts of to-day, and those of the past. All teachers know the dangers of comparisons which have not been carefully and deeply worked out. Unless they are properly developed, the result is a blurred impression of the two in the pupil's mind. Yet the temptation to indulge in superficial comparisons is a strong one as is shown by the attempts to put Joffre beside Wellington or Washington, the Battle of the Marne over against Waterloo or any other of Creasy's "decisive battles," the Russian with the French Revolution. The use of current events stimulates the demand for such comparisons and here provides another pitfall for the unwary teacher.

With history we associate the idea of continuity. Like the science of geometry history is not a collection of isolated propositions, but a whole with each part capable of demonstration by the citation of previous parts. A course in history aims to take up certain definite periods and definite subjects in such a way as to develop the relations between the events of that period or the divisions of that subject. Isolated facts have not been taken at random from various fields or periods; it has not been considered necessary or profitable so to do. In the study of current events on the contrary there is a conspicuous lack of this element of continuity. The teacher is faced with the requirement of explaining happenings immediately after their occurrence and regardless of where they occur, of connecting them with each other as far as possible and, if it is a class in history whose work is being thus supplemented, of trying to make connection with the work of that class. The teacher is tempted to make false or strained connections, to see a connection between the event of the day and the event of by-gone days where that connection does not actually or does not clearly exist. The class is liable to be disappointed unless every current event is ticketed so to speak and none left in their isolation. In this range each week from China to Peru the pupil will absorb a great deal of information, but it would seem that care is necessary if he is not to become merely a walking depository of miscellaneous facts, rather than an intelligent student of human actions. Even when the events of the present and the events of the past can be legitimately connected, the element of continuity is lacking because there is generally no time to treat the intervening historical development adequately.

The foregoing suggestions are intended only to open up the field for a more careful study of the problem which the last few years have pressed hard

upon the teacher of history. At its very beginning this article tried to make evident that there was a great and growing need for the sane study of current events. That need can be properly attended to and satisfied without confusing that study with the study of history or their teaching with the teaching of history. The better we understand that we must develop certain differences in the technique required, the more successful we shall be in our teaching of either. We shall see the difficulties and disadvantages in the introduction of current events wholesale into any or

every history class; we shall admit that it does not look well for the teacher to have them inserted as a remedy for dullness, to relieve the monotony, to "make the pupil twice as much interest in the history as before." Pertinent allusions to present-day happenings will not be shut out from history classes, but the emphasis will remain where it belongs, upon the history lesson. If the teacher attempts to transfer this emphasis and to build history upon current events, he finds his firm foundation has become as the shifting sands.

A South African General's Speeches in War Times

REVIEW OF "WAR-TIME SPEECHES" BY LIEUTENANT-GENERAL J. C. SMUTS.¹

PREPARED UNDER THE DIRECTION OF THE NATIONAL BOARD FOR HISTORICAL SERVICE.

Years ago wise men in South Africa whispered to one another that General Smuts was meant for a destiny greater than South Africa could offer. To-day Britons are beginning to wonder if from a far colony they have not drawn a leader of empire. It is, of course, too early to say that this man belongs among the very great, but one cannot read the hundred or so pages of his speeches without suspecting it. He is a man who does not write or speak so felicitously as our gifted and great President, but who seems to have just as wide an outlook, just as fundamental a grasp of the problems of the world. He is possibly a man with less moral idealism—though he is by no means wanting in that—but he sees things more concretely. He has some of Lincoln's common sense and much of his homely directness. And he has an education worthy of his mind. This Cambridge honors man, this widely read and cultivated Boer has had to run for his life, and he has led a victorious army; he has seen everything lost and known how to start again; he has had long quiet times to reflect, quiet times to unify philosophy and experience, a blessing seldom granted to bookishly trained men, and he has met angry hecklers and strikers hardly restrained from shooting. And he has grown with a nation that has gone forward very fast, grown beyond that nation's needs, to meet the demands of empire. To-day he is beginning to sit with men greater than kings, but he has not lost the common touch.

In this collection of speeches, many of them delivered almost offhand, can be caught some notion of the quality of the man. Several subjects are dealt with—British federation, world federation, South Africa, Russia, and the United States. Here only the first, the second and the last can be touched upon. On the matter of British federation Smuts is an open opponent of what may be called the "Round Table" school, the school that wishes to see the British Em-

pire reorganized into a closer body. "We are not a state," he says, "nor an empire; we are a 'system of nations.'" No political conceptions which have been evolved in the past will apply to the world we call the British Empire. The sort of constitution we read about in books . . . would not solve the problems of our future. We should not follow precedents but make them. In doing that we must consider the colonies; their position must be improved. They must no longer occupy the position of subject provinces. They must be recognized as equal nations. In the new empire Europe will not loom so large. The colonial powers of self-government must not be tampered with. That means that we cannot have federation, nor can we have a president, nor a central parliament. The colonies are too far apart; they are too different from one another. Federation has succeeded only in the United States, and the experiment has not been tried long as yet.

"A better plan is now in process of growing up naturally. The prime ministers and leaders of the several colonies have been called together under the stress of war. Here you have the beginnings of an institution which may prove lasting." These ministers should be called together every year; they should discuss informally the most important problems of the empire. The old plan of intermittent Colonial Conferences once in four years is not enough. This new body should be in session much of the time. It should determine common policy in foreign questions. "Some such method must lead to very important results and very great changes. You cannot settle a common policy for the whole of the British Empire without changing that policy very much from what it has been in the past, because that policy will have to be for one thing much simpler. In other parts of the empire we do not understand diplomatic finesse."

About a league of nations General Smuts is, as one would expect, somewhat cautious. He is a practical man, and he realizes that international arrangements

¹ Published, 1917, by G. H. Doran, New York.

have seemed futile. "While we were talking of peace at Hague Conferences," says Smuts, "there was always an army preparing in the dark. There is the gravest danger in trusting to paper and institutions, a danger reformers are likely to overlook." He recognizes that the bitterness resultant from the war will make a league of nations difficult. If we are to have peace in the world we must have a strong, sound, healthy public opinion that will see that governments and diplomats are kept in order; we must conclude a good peace, no patchwork compromise—the ideals brought about by blood and iron will have to be smashed in the same way. We must have a conclusion which will establish it that "nations will no longer as in former years be disposed of by alien statesmen and governments; that they will not be parcelled out and chopped up so as to be divided among the great powers of the world; that they shall have a chance to decide their own fate." We must, thirdly, have some common organ of consultation, and fourthly, some sanction, some force. A nation that has got off the rails must know that in the last resort the League of Nations against her are going to use force, and are going to force her on the right rails.

General Smuts goes on to say that this international court of law must have periodic conferences or other institutions which will be able to change the situation in civilization from time to time. We must not have a Holy Alliance preserving the status quo. "The foundation stones of society have been loosened . . . for generations to come there will be a great deal of unsettlement and change, if not always of progress, then of movement of some kind or other, and you want an institution which will not be merely of a conservative character, with the object of maintaining and preserving peace, because there are sometimes interests that are more important than peace. You will get to a stage after this war when new creations will be more valuable than the preservation of the status quo."

One further condition of future peace General Smuts lays down. The fundamental provisions to safeguard peace in the future must be included in the peace treaty itself. "In that way this peace treaty . . . will become a real Magna Charta for the whole of humanity hereafter." He suggests meanwhile that an Anglo-American Committee be formed to discuss the plan. "America has been so far from danger that she has built up an ideal in the clouds, whereas in Europe, we labor in the trough of the sea."

Throughout the little volume it is evident that General Smuts regards the entrance of America into the war as of the greatest significance. It has changed the war from a European war to a world one. It is particularly fitting that the United States should take a hand in the last and greatest act leading to the downfall of the old military autocracies. "It would have been a world disaster . . . if America, the mainstay of the great new forces had not come in. She fought this same fight for herself. . . . Really this war is the direct offspring of the great war for independence. . . . The forces of democracy never have

been organized before and their coherent jointure has been a great task."

General Smuts says that he has learned from history the "danger America has incurred on various critical occasions, through the failure of her statesmen and public men sufficiently to support her military authorities."

In these days of discouragement, one must quote General Smuts's words at the conclusion of his speech on Liberty: "In my day and country I have seen freedom go under, and I have seen freedom rise again. And I have seen the same beaten people rise again to fight for the same freedom, but no longer for themselves alone, but for the whole of the world."

Periodical Literature

EDITED BY GERTRUDE BRAMLETTE RICHARDS,
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A very clear understanding of Sweden's attitude toward the war may be obtained from Edwin Björkman's article entitled, "Sweden's Position in the War," in the February issue of *Scribner's Magazine*.

The Scandinavian power is a house divided against itself. German propaganda, by misrepresenting the attitude of nations friendly to Sweden, by tampering with the international news agencies and by more direct and less despicable methods, has instilled into the privileged classes decidedly pro-German sympathies and a dread of radical, democratic reform. On the other hand, three-fourths of the population, the working classes predominantly, is imbued with ideas of the democracy and freedom of France, England and the United States. A combined liberal-social, anti-German majority has replaced the conservative control in the Riksdag, and it remains to be seen whether or not their policy of "genuine neutrality" will make for a peace that "makes the world safe for democracy."

"The Future of Woman War Workers," by Mary Stocks, in the January *Athenaeum*, is an ardent, rather biased account of the possible dangers arising from the change in industrial conditions, but despite the style of the author, is worth reading.

The North American Review for February has an interesting article by A. Maurice Low on "The Vice of Secret Diplomacy." The author calls the Sixth Article of the Constitution of the United States a blow at the mass of intrigue, deceit and dishonesty which for centuries the world has known as secret diplomacy. After cataloguing a few secret alliances, he concludes by denouncing European diplomacy as a survival for which there is little justification at the present time.

"The Light of France," by Herbert Adams Gibbons (February *Century*), is a brief but interesting sketch of Clemenceau.

"Keeping School Under Fire" (*Atlantic* for February) is a small collection of narratives from the diaries of teachers and themes of pupils which emphasizes "the truth that the spirit of France cannot die."

"In French Lorraine," by Harriet Chalmers Adams, in the November-December *National Geographic Magazine*, is well told and well illustrated.

Anna T. Sadlier's "Cardinal of Spain" (*Catholic World*, February, 1918) is a good sketch of the great Cardinal Ximenes.

Lord Parmoor's article on "Lord Lansdowne and the League of Nations" (*Contemporary Review* for January) is a discussion of the latter's letter in the *Daily Telegraph* which gives the aims of the British government, and the objections to these.

"World Law Fixed by World Statutes," by Sidney Austin Wetherbee (*February Forum*), points the way to an enduring peace between the nations now at war, which are given, he says, opportunity to prepare for peace in time of war.

"The law of the world fixed by the statutes of the world and enforced by the world's police is no more difficult or impossible than are the laws of New York, fixed by the statutes of New York and enforced by the police of New York." He also includes an outline of twenty-five statutes for consideration. Mr. Wetherbee, a friend of President Diaz, was influential in securing a federalization of the five Central American Republics, which brought peace to these war-ridden countries.

Spencer Wilkinson, Chichele Professor of Military History at Oxford, writes on "The British Constitution and the Conduct of the War" in the January *Nineteenth Century*. He dismisses first the parts in governmental machinery which are indispensable to the conduct of war, and points out to what extent decentralization is prudent. In his application of his theories to conditions in England, he says: "In war the mere thought of party is treason. Unless the spirit in which the Constitution has been worked for the last fifty years is changed within the next six months, the Constitution and those who have worked it will disappear in defeat and revolution. To-day the submarine and aeroplane are telling all men that the alternative is between defeat and victory. Victory cannot be won by a government of amateurs. The Government that seeks victory must begin by entrusting the conduct of the war to men who understand war."

Notes from the Historical Field

An examination for teachers of history in the city high schools will be held in Newark, N. J., on Saturday, April 13, 1918. Information concerning the examination can be obtained from the secretary of the Board of Education.

The *Missouri Historical Review* for January, 1918, contains the following papers: "Missouri-Montana Highways;" Gottfried Duden's Report, 1824-1827; "Missouri and the War," and "Missourians Abroad."

The *Catholic Historical Review* for January, 1918 (Volume 3, No. 4), contains a paper by James Alexander Robinson upon "Catholicism in the Philippine Islands." Dr. Robinson shows the retention by the Philippine natives of many of the old pagan practices. He points out also how unstable they were in religious matters and how, in recent years, schisms have appeared. The writer praises the religious, educational and economic activities of the religious authorities in the islands. Dr. C. H. Cunningham contributes to the same paper an account of "The Inquisition in the Philippines; The Salcedo Affair."

AMERICAN HISTORICAL REVIEW.

The opening paper in the *American Historical Review* for January is the presidential address of Dr. Worthington C. Ford, delivered at the Philadelphia meeting, and entitled "The Editorial Function in United States History." Mr. Justin H. Smith, under the subject, "American Rule in Mexico," describes the policy of the American military authorities in Mexico, 1846-1848, showing not only their attitude toward the native Mexicans, but also the military measures adopted to restrain American soldiers from violence. Dr. James G. Randall contributes a detailed account of the censorship of the press both North and South during the Civil War. He finds that much military information was furnished to the enemy by northern newspaper articles. Mr. Serge Goriainov traces the alliance of the German, Russian and Austrian emperors from 1879 to 1890. The documents printed in this number of the *Review* consist of a remarkably interesting series of letters from Andrew Jackson Donelson, the American minister in Berlin, during the revolution of March, 1848. The number contains the usual wealth of book reviews, book notices, and personal news items. It is noteworthy that no books on ancient history are reviewed, and that the number of volumes on American history is greater than all other fields together.

The War and the Schools

The readers of the "Magazine" are requested to send to the editor printed matter or descriptions of war activities in educational institutions, particularly those relating to history departments, history classes, or instructors in history.

"The universities, particularly those which have been built up by state and federal funds, are the agencies to which the government has the right to look for research assistance in winning the war," says Dr. R. W. Thatcher, in *The Scientific Monthly* for February, 1918. Continuing, he says the research man in universities should not be stampeded by individual desires into doing some unusual or special war-time work. Rather research men should "sit tight" and perform their "regular duties in the most efficient way possible until it becomes clearly apparent what special emergency service" each can render to the government.

President W. S. Currell, of the University of South Carolina, has appointed a special war work committee of the university faculty. The committee will formulate plans for establishing new forms of specialized training in the university. In response to the inquiry from the Federal Board for Vocational Training, the University of South Carolina is prepared to give courses in concrete construction, structural steel, wood work, civil engineering, mechanical drawing, and autogenous welding.

The teachers and students of one of the Pittsburgh (Pa.) high schools have recently been performing a unique service in connection with the draft. The high school building was made the headquarters for the local board. Teachers and students organized a committee of assistants and interpreters to aid the large number of foreigners who are resident in the district. The committee aided drafted men in filling out the questionnaire, securing interpreters, and assisted the local board in other ways.

In the *Catholic Educational Review* for February, 1918 (Volume 15, page 140), Mr. Thomas Q. Beesley contributes a study entitled "The War, the Colleges, and the Universi-

ties." Mr. Beesley points out the effect upon the higher institutions of the declaration of war last spring and the demand for farm work and military service. During the summer, he says, applications for admission to the freshman class fell off about 10 per cent., but as many of the institutions reporting were co-educational institutions, the decrease among men would be almost 20 per cent. Colleges for women show in many cases a gain in attendance. The completed registration for the fall term of 1917 shows a diminution of about 20 per cent. in attendance. Of course many institutions have suffered more than this, in some cases losing as high as 50 per cent. of their student body.

"The German Submarine Warfare Against the United States," by Louis Pelzer, appears in the *University of Iowa Extension Bulletin* for December 1, 1917. Dr. Pelzer reprints the report of the Committee on Foreign Relations of the House of Representatives made on April 5, 1917, with a number of explanatory notes.

The enrollment in American public schools has been affected by the war, but not to the extent of making it less than last year. According to figures compiled by the United States Bureau of Education reports from a large number of cities and counties show an increase of the normal amount, $2\frac{1}{2}$ per cent., in the elementary schools. In the high schools, however, while there has been an increase, it is only one-fourth of the usual $9\frac{1}{2}$ per cent. It is probable that the increase in the high school enrollment is caused by the girl students. Fewer boys are enrolled this year in every class of the high school except the fourth. Apparently there is a tendency for boys in the senior year to remain and complete the requirements for graduation. In the cities the increase in the elementary school enrollment has been somewhat above the normal, but in city high schools there has been a marked falling off, especially among the boys. Country schools show gains both in elementary and high school enrollments, but not as great an increase as under normal conditions.

A sketch of George Creel, chairman of the Committee on Public Information, appears in the *Missouri Historical Review* for January, 1918.

"Missouri and the War" is the title of a paper by F. C. Shoemaker in the *Missouri Historical Review* for January, 1918.

"The Indian and the Great War," by Arthur C. Parker, appears in the February number of *The Southern Workman*. According to this writer about 3,500 Indians are already in the national military service, some of them occupying positions as high as major. Indians have purchased Liberty Bonds aggregating \$5,000,000, and one Indian gave a cash subscription for \$650,000.

The volume of pictures and illustrations concerning the war has grown to enormous proportions, and yet it is probably true that such illustrative material has been used to a less degree than any other material upon the war. A step in the direction toward giving pictures greater educational value has been taken by the publishers of *Leslie's Weekly*, who have recently engaged Dr. Daniel C. Knowlton, of the Newark Central High School, to prepare a weekly lesson upon the pictures appearing in the magazine. Dr. Knowlton will offer practical suggestions for the use of illustrations in the class room; and the publishers, from time to time, will bring together pictorial material upon various issues of the war. The weekly studies will not be limited to comment upon pictures, but will include also suggestive questions and interpretations of the news narrative.

Colonel Roosevelt delivered before the League for Political Education, on January 19, in New York City, a strong speech on the Duty of American Citizenship in the War. He particularly urged that there should be the same standard of patriotism for the soldier, the judge, and the school teacher. "The teacher," he said, "should no more be permitted to teach treason than the army officer." "An intense Americanism is the prerequisite to good citizenship in this country." "We do not require army and navy officers and school teachers to swear allegiance to international mankind, their allegiance is to this nation. They must, of course, show a generous desire to do justice and to show mercy to all men and women; but their loyalty must be to this flag in peace and war."

A series of lectures on conditions after the war was given in Philadelphia during January under the auspices of the Thomas Wister Brown Graduate School of Haverford College. Among the topics considered were "Democracy and Peace;" "Christianizing American Relations With China and Japan;" "Education After the War;" and "The Message of the Church After the War."

The Northwestern University Law School in co-operation with the Carnegie Endowment and the School Board of the City of Chicago, has been presenting in the community centers of the public schools, a series of five lectures on the subject of "International Relations" by Charles H. Watson, Esq. Topics of the lectures are as follows: "The Fallacy of the Popular Belief That There is No International Law;" "Sovereign Rights of Nations;" "Acts of Intervention by the United States;" "Our Duties Toward Aliens As Demonstrated by Recent Acts of Mob Violence in Illinois;" "America's Struggle for Democracy Past and Present;" and "Visions of a World Democracy."

At the meeting of the Association of American Colleges held at Chicago, January 10, 11, and 12, there was considerable discussion of the possibility of bringing about a closer co-operation between the educational institutions of America and those of England and France.

Mrs. Mary C. C. Bradford, President of the National Education Association, has sent out to the school teachers of the United States "A Call to the Colors" in which she states that the public school army must give the fullest measure of sacrifice and service. The schools, says Mrs. Bradford, are the laboratories of good citizenship and the children must be guided in their present experiences in such a way as to make certain their future dedication to the welfare of the republic. Particularly through the junior membership of the Red Cross there is an opportunity to help in character education.

The Library of Princeton University has published a pamphlet entitled "An Essay Toward a Bibliography of the Public Writings and Addresses of Woodrow Wilson, 1910 to 1917" (75 cents) by George Dobbin Brown. This work continues the earlier bibliography of President Wilson's writings from 1875 to 1910 prepared by Mr. Harry Clemons and published in 1913.

In order to help relieve the coal shortage the boys of the Nanticoke (Pa.) High School have been excused from school at one o'clock each day. At two o'clock they report at the collieries and work until six. It is reported that their work has considerably increased the output of the mines in their neighborhood.

In the past few months several creeds for pupils and teachers have been printed in these columns. The one be-

low, by Cleveland Moffet, is reproduced from the *Philadelphia North American*, for January 20:

1. I teach my pupils that their duty is first, last and all the time, to be loyal to the President of the United States, loyal to the allies of the United States, loyal to the military policy of the United States.

2. I teach my pupils that when Germany sank the *Lusitania* she sank her right to be treated as a civilized nation.

3. I teach my pupils that there is one thing in the world worse than a Germany enemy, and that is an American traitor, an American coward, an American slacker, an American pacifist. I teach them that treasonable utterances, spoken or written, are as dangerous to this republic as armed attack, and must be punished by law and by the force of outraged public opinion.

4. I teach my pupils that a premature peace would be a world disaster; that we are fighting a war for liberty against German tyranny, and that having drawn the sword in a just cause, we must never sheathe it until Germany has been conquered, punished and made to pay for her crimes.

5. I teach my pupils that they must defend with all their strength our precious heritage of American liberty, and must be ready and glad to do their part in universal military training.

6. I teach my pupils that this war has ceased to be a fight and has become a great world religion, a religion of democracy, that we must be ready to die for, if need be, so that our children may live and be free. I inculcate in my pupils faith that the American people will dedicate their lives and substance to these great ends, invoking the spirit of our fathers and the blessing of the God who never forsakes a righteous cause.

The Committee on Public Information has planned to place in the hands of every school teacher throughout the United States copies of the valuable series of booklets bearing upon the war and America's part in it. The purpose of this campaign is to secure the aid of the educational forces of the country in the promotion of a clear and intelligent understanding of the war. Through the co-operation of the United States Commissioner of Education school superintendents are requested to furnish facts concerning the number of schools and number of teachers in their districts. The committee will then furnish the superintendents with a sufficient number of pamphlets to reach all the teachers under their supervision.

The Department of History of the State University of Iowa (Iowa City) has organized a series of lectures on the world war which are open to all students, but only on condition that the students register for regular college credit in connection with the course. One or two years of credit may be given according to the work performed in the course. The topics to be discussed and the members of the department taking up each are shown in the following list:

I. THE GERMAN BACKGROUND OF THE WAR.

1. Bismarck and the Unification of Germany. Prof. Klingenhagen.

2. The Influence of German Philosophy and Education. Prof. Benjamin.

3. Wilhelm II and His Influence Upon Modern Germany. Asst. Prof. Daley.

4. The Economic Development of Germany. Prof. Benjamin.

II. GREAT BRITAIN AND THE WORLD WAR.

1. British Colonial Expansion. Prof. Plum.

2. The Naval Rivalry between Great Britain and Germany. Prof. Plum.

3. Great Britain and the Belgian Neutrality. Asst. Prof. Daley.

III. FRANCE AND THE WORLD WAR.

1. Franco-German Relations Since 1870. Prof. Klingenhagen.

2. Problems of the Third Republic. Prof. Benjamin.

3. The Alsace-Lorraine Question. Prof. Klingenhagen.

IV. THE NEAR EASTERN QUESTION.

1. The Balkan States before the World War. Prof. Klingenhagen.

2. German Ambitions toward the Southeast. Prof. Plum.

3. The Ambitions of the Weaker States. Asst. Prof. Daley.

4. Russia and the Near Eastern Question. Prof. Plum.

5. The Russian Revolution and Its Relation to the War. Prof. Plum.

V. THE GENERAL BACKGROUND OF THE WAR.

1. The Rise and Development of Militarism. Prof. Plum.

2. The Rise of Imperialism. Prof. Benjamin.

3. Commercial Rivalries and Recent Alliances. Asst. Prof. Daley.

4. Internationalism. Prof. Klingenhagen.

5. Colonial Possessions of the European States. Prof. Plum.

VI. AMERICA AND THE WAR.

1. German American Relations Prior to the War. Associate Prof. Pelzer.

2. German Intrigues in the United States. Associate Prof. Pelzer.

3. The Monroe Doctrine and the World War. Prof. Plum.

4. The Submarine Policy Against the United States. Associate Prof. Pelzer.

5. The *Lusitania* Case. Associate Prof. Pelzer.

6. The *Sussex* Case. Associate Prof. Pelzer.

7. Labor and the War. Prof. Benjamin.

8. The Peace Plans of the Belligerents. Associate Prof. Pelzer.

BOOK REVIEWS

EDITED BY PROFESSOR WAYLAND J. CHASE,
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FORD, WORTHINGTON CHAUNCEY, EDITOR. *Writings of John Quincy Adams*. Vol. VII, 1820-1823. New York: The Macmillan Co., 1917. Pp. xxi + 516. \$3.50.

Nearly all written in Washington, nearly all on business, these are the letters of a busy man, resisting the summer heat without a necktie—to the public scandal—assiduous at the theater—having bought season tickets—but assuring his wife that he had never met an actress, though with lingering tenderness for a fourteen-year-old Parisian of forty years before. It is a pleasure to find the impeccability of an Adams marred by an incorrect Latin quotation, reconstructed in rather schoolboyish fashion (p. 128).

Naturally the most important letters relate to diplomacy. First comes the Spanish delay in ratifying the treaty of 1819, then commercial disputes with France, then the slave trade controversy with Great Britain, the troubles over the semi-pirates of South America, the troubles growing out of the occupation of Florida, then elaborate

instructions outlining the American policy of the United States, while throughout is consideration of the Holy Alliance and its consequences. The last letter is dated June 24, but throughout the three years Adams was formulating the principles which are involved in the Monroe Doctrine, and one can see that Canning's proposal would meet a prepared mind. Here are no startling contributions of new facts, but a broader and firmer foundation is given on which to base our knowledge.

Throughout the period, Adams was in the public eye as a probable successor of Monroe. The high points in the shaping campaign are his Fourth of July oration of 1821, and his controversy with Jonathan Russell, with regard to the Ghent negotiation. His own attitude on these and similar questions is given in a series of letters to Robert Walsh. During this period an interest in slavery begins to be apparent: impressment, however, is a warmer grievance.

More fiery and irascible than ever before, he is also abler. Everyone must fight with his own weapons. If Adams is the reverse of the typical diplomat in manner, he does not seem to lose by it. Probably what he lost in liking he gained in confidence. In fact, the only defect that seemed to affect his success was his overstraining of points. Identifying legal with moral right, he stuck on small points where concession might have been more advantageous. He also over-argued his cases, bringing in every line of reasoning his imagination suggested, thereby often weakening the effectiveness of his presentation.

Adams was, by this time, no mystery to himself or others, and his granite exterior was constantly subjected to the friction of exterior forces, attempting to polish his severities. One critic was his wife, who attempted the impossible, that is to have him remain at least silent. The other was Monroe. In differences of principle, Adams was always right; in those of manner, Monroe was nearly always so. The most interesting features of this volume are the draft dispatches, with Adams' original phrasing, and the excision and modifications, mostly the work of Monroe. Unusually good-natured under criticism, Adams remained of the same opinion still; his wife, he could evade—at least when she was at Quincy—but Monroe he could not. Was it not with something of the spirit of a boy out of school that he prepared his famous Fourth of July oration? Certainly no Secretary of State should have delivered it, and no one knew it at bottom better than he. Yet he did not suffer for it. I believe many people liked him.

CARL RUSSELL FISH

University of Wisconsin.

POLLAK, GUSTAV. *The House of Hohenzollern and the Hapsburg Monarchy*. New York: New York Evening Post Co., 1917. Pp. 102. 50 cents.

Although the seven articles making up this volume—articles which appeared originally in the *New York Evening Post* and the *New York Nation*—do not constitute a book, much less a history, they exhibit a view-point which, identical with that of every editorial writer in the country in most respects, boasts a somewhat intriguing individualism by reason of a strongly pro-Austrian bias. The author hopes for the end of the house of Hohenzollern and the reduction of Prussia first, through defeat in war, but second—and this is his individual note—by the resuscitation of the South German states and the self-assertion of Austria. He has in mind, although he refrains from committing himself to a definite statement, a future Germany modelled on the Holy Roman Empire, which, we are given to understand, was a very satisfactory government of South German stocks holding barbarous Prussia in deserved submission and contempt (pp. 20-21). Exactly what role Austria is to play

in the revamped empire of the Middle Ages, is not made clear, as the author is far more interested in destruction than in construction, and gives most of his attention to the detection of decay in the present German Empire and to signs of division between it and its Austro-Hungarian partner. Bohemia, Hungary, and Poland come in, in this connection, for a hopeful treatment, at the end of which the author breathes the prayer that they may indeed free Austria from the Prussian bondage, but considerably refrain from hurting her over-much. While here, too, nothing is said calculated to impair the author's studied atmosphere of vagueness, we are permitted to infer that when Austria has been converted into a congeries of autonomous states she will have achieved the decrepitude, and with the decrepitude the universal love, which will enable her to once more slip naturally into the headship of the old Germanic Empire from which she was crowded by the intrigues and violence of Prussia. As already said, this volume is not a history but a collection of newspaper articles, and presents no proper basis for historical comment. If you share the author's general philosophy you are very likely to get some comfort out of his discussions. That philosophy, moreover, can be put in a nutshell; it is the political liberalism of 1848. Time stopped for the author with that momentous year, stopped so completely that he gives the impression of an Austrian Rip Van Winkle who fell asleep listening to the cloudy debates of the Frankfurt Parliament, and did not awaken till the year 1914—with disastrous consequences to his poor reason.

FERDINAND SCHEVILL.

The University of Chicago.

RUSSELL, BERTRAND. *Political Ideals*. New York: The Century Co., 1917. Pp. 172. \$1.00.

The author of this pleasant little volume of five brief essays in the field of political and social reform is a Fabian socialist in many of his views. He is also a syndicalist, an internationalist, and generally an advocate of the removal of those special privileges and other adverse conditions which impede the finest and fullest evolution of the individual. No brief review can give a true notion of his point of view, which is the most important thing about the book. Possibly a few quotations will suggest it. Page 30, "Democracy is a device—the best so far invented—for diminishing as much as possible the interference of governments with liberty." Page 46, "As to predatory instincts, we may say, broadly speaking, that in a state of nature there would be two ways of acquiring—one by production, the other by robbery." Page 75, "Economic justice demands a diminution, if not a total abolition, of the proportion of the national income which goes to the recipients of rent and interest." Page 148, "What constitutes a nation is a sentiment of similarity and an instinct of belonging to the same group or herd." Page 165, "The wage system has made people believe that what a man needs is work. This, of course, is absurd. What he needs is the goods produced by work, and the less work involved in making a given amount of goods, the better."

EDGAR DAWSON.

Hunter College of the City of New York.

WILD, LAURA H. *The Evolution of the Hebrew People and Their Influence on Civilization*. New York: Charles Scribner's Sons, 1917. Pp. xi, 311. \$1.50.

Professor Wild describes in clear, simple language the development of the Hebrews from pre-historic man to the time of Jesus and Paul. The influence which climate and geographical position as well as the contact of the Hebrews

with other races and nations had upon their civilization, their economic, social, and religious development is here set forth and brought within the easy comprehension of the college student, the Sunday School teacher, or the general reader. With such a background as is here provided, one's understanding and appreciation of the Old Testament and even of the mission of Jesus is deepened, as the Biblical narrative is brought into touch with contemporaneous events and experiences. One sees the Hebrews not apart from the rest of the world, but in the midst of the world working out their own specific mission. Books covering this ground which are readable and concise are none too common. Whether too much space is devoted to pre-historic man and primitive beliefs and practices is a question best answered from a teacher's own experience. There are two maps, one showing physical Palestine and the other the Babylonian, Persian, and Greek Empires, a good index, and a selected but unannotated list of reference books for each chapter.

ALICE L. G. ANDREWS.

BANG, J. P. Hurrah and Hallelujah. New York: George H. Doran Co., 1917. Pp. ix, 234. \$1.00.

The author, professor of theology at the University of Copenhagen, presents a compilation of those teachings of Germany's poets, prophets, teachers and preachers, which constitute an important source of the blindness and self-deception with which her people are afflicted. The title his book bears is the caption of a German preacher's collection of poems from which he quotes and which seemed to him to be representative of the teaching which nourishes their malady. As Ralph Connor says in his brief introduction to this book, it is not the author's arguments, for he argues but little, but it is his documentation which makes this self-arraignment of Germany so terrible. The authenticity of these quotations and their representative quality seem beyond doubt.

BROWN, PHILIP MARSHALL. International Realities. New York: Charles Scribner's Sons, 1917. Pp. xvi, 233. \$1.40.

In this book the reader will find discussions of many questions of international law which the Great War has forced on public attention. Such topics as Nationalism, the Rights of States, the Limitations on Arbitration, Neutrality, the Dangers of Pacifism, and Popular Control of Diplomacy do not usually thrill the general reader; but they are likely to get a better hearing now. Professor Brown's diplomatic experience and his knowledge of international law give the reader an impression of mastery of subject which is very satisfying. He states his views very clearly and definitely, taking a middle ground between militarists and pacifists. He is a decided advocate of military preparedness of a moderate type. He criticizes the extreme pacifists as makers of wars. He recognizes the strength of national sentiment and its great value. He doubts the practicability of arbitration to settle vitally important disputes between states and nations. He seems to doubt whether in a great war like the present, honest nations can keep neutrality without extraordinary difficulty. He doubts whether secret diplomacy can be wholly abolished, but believes its evils can be largely curbed by democratic forms of government.

The author has organized his material admirably, and summarized clearly at the close of each topic. Doubtless some will disagree with his conclusions. But many will get satisfaction from his clear expositions of problems in international law and politics. Now that the United States

is in the war the book is, however, not so timely as at the date of publication (January, 1917). It is likely to prove rather difficult for any but the most mature high school pupils. It is better suited to the wants and interests of the intellectual type of general reader.

CLARENCE PERKINS.

Ohio State University.

WARD, SIR ADOLPHUS WILLIAM. Germany, 1815-1890, Vol. I, 1815-1852. London: Cambridge University Press; and New York: G. P. Putnam's Sons, 1916. Pp. xiv, 591. \$3.00.

This is a work begun before the war by a scholar who had long labored to promote better understanding between England and Germany. As he says, "The Germany of 1915 cannot be understood . . . unless the struggles and humiliations of the half-century after 1815 are taken into account as well as the success of the ensuing years, and the extraordinary expansion of activities and ambitions with which we have at the present day to reckon." He has given us a rather detailed account of this complex period, laying most stress on the political history. The book is quite too long, too detailed, and too factual for high school pupils. Its place is in the university library.

CLARENCE PERKINS.

Ohio State University.

DICKSON, HARRIS. The Unpopular History of the United States by Uncle Sam Himself. New York: Frederick A. Stokes Co., 1917. Pp. xiv, 162. 75 cents.

The author has attempted to present "unpopular" facts about the disastrous results of our military unpreparedness, and to make this information popular by conveying it in picturesque language permeated with puns and slang. The source of information, the author states, is entirely Upton, "Military Policy of the United States." The material is, for the most part, taken from the Revolution, the War of 1812, and numerous Indian wars. The author slurs the "popular" histories and attempts to present facts which these histories omit. If the teacher or student of history does not have in mind, in spite of the deficiencies of the briefer text-books, the lessons to be taught by the earlier wars, there is probably no better brief work for him to peruse. Incident after incident is cited to show the deficiencies of the volunteer system, of untrained soldiery, of short-term enlistments, of political interference with the army, of state-controlled militia, of inexperienced officers and of the bounty system. Coming as it did after the federalization of the militia and the passage of the selective service law, the book is more of a justification of our course than an instrument in arousing public sentiment. The last few pages present our reasons for entering the present war.

Occasionally the author errs in his use of statistics, as on page 96, where he states that the proportion of American to British forces in the war of 1812 was 32 to 1, basing his computation upon the total number of enlistments in the American army (more than twice the number serving at any one time), as compared with the "largest force of British ever opposed to us." To many readers the work will appear cheapened by the use of slang and facetious appellations.

With the main theme, however, we can have no dispute; history teaches that our army should be composed of drafted soldiers and commanded by efficient and experienced officers.

WAYNE E. DAVIS.

The Mercersburg Academy.

GARLAND, HAMLIN. *A Son of the Middle Border*. New York: The Macmillan Co., 1917. Pp. 467. \$1.60.

Notable especially for its literary quality and charm this fragment of autobiography possesses also historical value of high order. Traversing the boyhood, youth and early manhood of the author it depicts him first on his father's one hundred and sixty acre farm spread across a narrow valley and up the hillsides in western Wisconsin where farming joined hands with lumbering. The pioneer life described there is that of the years immediately following the Civil War. From here the lure of the sunset regions drew his parents to the unbroken prairies of Iowa where wheat raising after the fashion of the early seventies was followed. After these prairies had become tamed the family moved again joining the stampede to Dakota and began there a new round of pioneering. It is especially these descriptions of frontier farming in the middle west and the social conditions surrounding it which give historical value to this book. Both the unattractiveness and the charm of primitive farming are depicted with rare fidelity to fact and an exceedingly interesting tale of American life is told with consummate literary skill.

BOOKS ON HISTORY AND GOVERNMENT PUBLISHED IN THE UNITED STATES FROM DECEMBER 29, 1917, TO JANUARY 26, 1918.

LISTED BY CHARLES A. COULOMB, PH.D.

AMERICAN HISTORY.

- Chéradame, André. *The United States and Pangermania*. N. Y.: Scribner. 170 pp. \$1.00, net.
- De Lancey's Brigade [Loyalist]. *Orderly book of the three battalions of loyalists commanded by Oliver De Lancey, 1776-1778*. N. Y.: N. Y. Hist. Soc. 147 pp. \$2.50.
- Gittinger, Roy. *The formation of the state of Oklahoma, 1803-1906*. Berkeley, Cal.: Univ. of Cal. 256 pp. (6½ pp. bibls.). \$1.75.
- Harrison, Thomas S. *The homely diary of a diplomat in the East, 1897-1899*. Boston: Houghton Mifflin. 364 pp. \$5.00.
- Humphrey, Grace. *Illinois, the story of the Prairie State*. Indianapolis: Bobbs-Merrill. 267 pp. (3 pp. bibls.). \$1.25.
- James, Thomas. *Three years among the Indians and Mexicans. [1809, 1821, 1822.]* St. Louis: Missouri Hist. Soc. 316 pp. \$5.00, net.
- New York [City] Public Library. *Historical Prints and early views of American cities. [Catalogue of the loan exhibition, Apr. 19—Oct. 15, 1917.]* N. Y.: The Library. 10 pp. Gratis.
- Pelzer, Louis. *Marches of the dragoons in the Mississippi Valley. [1833-1850.]* Iowa City, Ia.: State Hist. Soc. 282 pp. \$2.50.
- Ploughe, Sheridan. *History of Reno County, Kansas*. 2 vols. Indianapolis: B. F. Bowen & Co. \$25.00.
- Shellenberger, Capt. J. K. *The battle of Franklin, Tennessee, Nov. 30, 1864*. Cleveland, Ohio: A. H. Clark Co. 42 pp. \$1.00.
- Southworth, Gertrude V. *A first book in American History, with European beginnings*. N. Y.: Appleton. 430 pp. 80 cents, net.
- Thomas, Allen C. *An elementary history of the United States*. N. Y.: Heath. 356 pp. 64 cents, net.
- U. S. Bur. of Labor Statistics. *Prices and the cost of living*. Wash., D. C.: Gov. Pr. Off. 9 pp.
- U. S. Congress. House Com. on For. Affairs. *Emergency peace federation hearings before the committee*. Wash., D. C.: Gov. Pr. Off. 23 pp.
- U. S. Congress. House Com. on Interstate and For. Commerce. *Direction of experts in time of war; hearings before the committee*. Wash., D. C.: Gov. Pr. Off. 16 pp.

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Wislizenus, F. A. *A journey to the Rocky Mountains in the year 1839*. St. Louis: Missouri Hist. Soc. 162 pp. \$2.50, net.

ANCIENT HISTORY.

- Gardiner, A. H., and Peet, T. E. *The inscriptions of Sinai. Pt. 1*. Boston: Egypt Exploration Fund. 105 pp. \$8.75.
- Mingana, Alphonse, D.D., editor. *Some early Judaeo-Christian documents in the John Rylands Library*. N. Y.: Longmans. 62 pp. 75 cents, net.

ENGLISH HISTORY.

- Maine, Sir Henry J. S. *Ancient Law [Everyman's Library]*. N. Y.: Dutton. 237 pp. 60 cents, net.
- Pollard, A. F. *The commonwealth at war*. N. Y.: Longmans. 256 pp. \$2.25, net.

EUROPEAN HISTORY.

- Duruy, Jean V. *A short history of France*. 2 vols. N. Y.: Dutton. 528, 569 pp. Each 60 cents.
- Hearnshaw, F. J. C. *Main currents of European history, 1815-1915*. N. Y.: Macmillan. 367 pp. (bibls.). \$2.50, net.
- Holt, L. H., and Chilton, A. W. *The history of Europe from 1862 to 1914*. N. Y.: Macmillan. 611 pp. (9 pp. bibls.). \$2.60.
- Horne, C. F., and Keller, A. R. *History of the Belgium people*. 3 vols. N. Y.: International Hist. Soc. Each \$2.75.
- Mercy d'Argenteau, Franz, Count de. *Memoirs. V. I, Napoleon and the Empire. V. II, The Events of 1830 in the Netherlands*. N. Y.: Putnam. 270, 254 pp. \$10.00, net.
- Whyte, John. *Young Germany in its relation to Britain*. Menasha, Wis.: G. Banta Pub. Co. 87 pp. 75 cents.

THE GREAT WAR.

- Bolwell, F. A. *With a reservist in France*. N. Y.: Dutton. 156 pp. \$1.25.
- Belmont, Capt. Ferdinand. *A crusader of France. [Letters of a chasseur Alpin who was killed in action in 1915.]* N. Y.: Dutton. 366 pp. \$1.50, net.
- Bernstein, Herman, compiler and editor. *The Willie-Nicky correspondence; being the secret and intimate telegrams exchanged between the Kaiser and the Tsar*. N. Y.: A. A. Knopf. 158 pp. \$1.00, net.
- Bott, Capt. Alan. *Cavalry of the clouds*. Garden City, N. Y.: Doubleday, Page. 265 pp. \$1.25, net.
- Girandoux, Jean. *Campaigns and intervals*. Boston: Houghton-Mifflin. 272 pp. \$1.50, net.
- Halasi, Odön. *Belgium under the German heel*. N. Y.: Funk and Wagnalls. 257 pp. \$1.50, net.
- Holmes, R. D. *A Yankee in the trenches*. Boston: Little Brown. 214 pp. \$1.35.
- Jenkins, Burris A. *Facing the Hindenburg line*. N. Y. and Chicago: Revell. 256 pp. \$1.25, net.
- Jervy, Theodore D. *The great war*. Columbia, S. C.: State Co. 103 pp. \$1.00.
- Klein, Felix, Abbé. *Diary of a French army chaplain*. Chicago: McClurg. 288 pp. \$1.25, net.
- L., R. A. *Letters of a Canadian stretcher bearer*. Boston: Little Brown. 288 pp. \$1.35, net.
- Le Roux, H. R. C. H. *On the field of honor*. Boston: Houghton Mifflin. 281 pp. \$1.50, net.

- Lewis, William M., compiler. The voices of our leaders; a collection of addresses delivered by statesmen of the United States and her allies in the great war. N. Y.: Hinds, Hayden and Eldredge. 159 pp. \$1.00.
- McCarthy, Dan J., M.D. The prisoner of war in Germany. N. Y.: Moffat, Yard. 344 pp. \$2.00, net.
- Mechanics and Metals National Bank. The cost of the war. N. Y.: The bank, 20 Nassau St. 53 pp.
- New (The) German Empire. A study of German war aims from German sources. N. Y.: Doran. 331 pp. 10 cents.
- Tinayre, Marcelle. To arms. [Incidents of mobilization in France.] N. Y.: Dutton. 292 pp. \$1.50, net.
- Trotsky, Leon. The Bolsheviks and world peace. N. Y.: Boni and Liveright. 239 pp. \$1.50, net.

MEDIEVAL HISTORY.

- Paetow, Louis J. Guide to the study of medieval history. Berkeley, Cal.: Univ. of Cal. 552 pp. (24¼ pp. bibls.). \$2.00.
- Tout, Thomas F. Medieval town planning. N. Y.: Longmans. 35 pp. 50 cents, net.

MISCELLANEOUS.

- Coakley, Thomas F. The discovery of America; a pageant. N. Y.: Frank Meany Co., 216 W. 18th St. 59 pp. 75 cents.
- Fall (The) of the Romanoffs. N. Y.: Dutton. 312 pp. \$5.00, net.
- Hoopingartner, N. L., and Wehowein, G. S. Visual instruc-

- tion through lantern slides and motion pictures. Austin, Tex.: Univ. of Texas. 34 pp.
- Lamkin, N. B. America, yesterday and today [a pageant]. Chicago: T. S. Denison & Co. 48 pp. 50 cents.

BIOGRAPHY.

- Brown, George D. An essay toward a bibliography of the published writings and addresses of Woodrow Wilson, 1910-1917. Princeton: Princeton Univ. Library. 52 pp. 75 cents, net.
- Chapman, E. S. Latest light on Abraham Lincoln. N. Y. and Chicago: Revell. 570 pp. \$3.50, net.
- Hathaway, Esse V. Frederick the Great, king of Prussia. Chicago and N. Y.: Rand, McNally. 172 pp. 35 cents.
- Root, Elihu. Miscellaneous addresses. Cambridge; Harvard Univ. 313 pp. \$2.50, net.

GOVERNMENT AND POLITICS.

- Coar, John F. Democracy and the war. N. Y.: Putnam. 129 pp. \$1.25, net.
- Greene, Everts B. American interest in popular government abroad. Wash., D. C.: Gov. Pr. Off. 16 pp.
- Hawley, Joseph. Criticism of the constitution of Massachusetts. Northampton, Mass.: Smith College. 55 pp. 50 cents.
- Powers, Harry H. America among the nations. N. Y.: Macmillan. 376 pp. \$1.50.
- Talbot, Winthrop, M.D., compiler and editor. Americanization. N. Y.: H. W. Wilson Co. 320 pp. (40½ pp. bibls.). \$1.50.

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A Selected Critical Bibliography of Publications in English Relating to the World War

BY GEORGE MATTHEW DUTCHER, PROFESSOR OF HISTORY, WESLEYAN UNIVERSITY.

PREPARED IN CO-OPERATION WITH THE NATIONAL BOARD FOR HISTORICAL SERVICE

In July, 1917, the National Board for Historical Service projected a bibliography similar to this, but on a somewhat more inclusive plan and with more extended comment. On behalf of the Board, Professor Charles H. Hull, of Cornell University, assumed oversight of the project in Washington, and he and the present compiler, with some assistance from Professor Edward R. Turner, of the University of Michigan, and Professor Albert H. Lybyer, of the University of Illinois, had practically completed the work for the press by August, when the expected channel for publication proved unavailable.

The postponed date and the changed method of publication have made necessary an entire change in the organization of the work, in the extent of critical comment, and in the content of the list which had to be modified to permit the inclusion of later publications. Some titles have been omitted from the earlier list, and many new ones added. The critical notes on the older titles retained have in nearly every case been rewritten in much briefer form, so that judgments are more summary and less qualified and critical. So little has been left of the work in its earlier form that it is not just to place any responsibility upon any one except the present compiler, though he most heartily expresses his gratitude to the three persons mentioned, especially to Professor Hull, for the helpfulness of the work they did in making possible this publication, and for their fuller notes on some books which he has not himself had in hand.

As far as possible the compiler has made his notes directly from the books concerned, but it has not always been possible, especially for the more recent publications to inspect the book at first-hand. In such cases he has had to rely upon the consensus of available book reviews. In nearly all cases where the critical comment has been prepared with the book in hand, it has been checked with several published reviews to verify the general fairness and correctness of the estimate.

The purpose of the list is to include books on the causes, problems, and issues of the war, on the question of war and peace; and on the several countries, their conditions, problems, and relations.

The list omits, with only a few outstanding exceptions, periodicals and periodical articles; pamphlets, that is, volumes of less than one hundred pages; collections of illustrations and cartoons; official publications; technical or specialized works; memoirs,

diaries, and accounts of campaigns; histories of the war, unless valuable for inclusion of other than military material; poetry, literary appreciations, and philosophical speculations. No work is listed under more than one classification heading, though many relate to several topics. Usually such a book is listed under the heading to which its content or character mainly relates. No attempt has been made to include histories of the period before 1914, but a few of the most convenient ones have been mentioned because they furnish good brief accounts and adequate bibliographical guidance to their respective fields. Only books of unusual interest or value published earlier than 1914 are included, and no attempt has been made to include volumes issued since November, 1917, of which supplementary lists may, perhaps, be published from time to time.

The compiler will welcome, for use in a supplementary list, suggestion of any volume of such character and importance as should have entitled it to place in this list; and also corrections of any errors of material importance. Errors of oversight or of judgment are only too easy in such a compilation. Some titles are retained, though better works have appeared, because of the influence the books exercised in moulding public opinion.

The place of publication, unless otherwise indicated, is New York. Many of the publications are English, but in such cases the American importer and the American price are given, wherever known, instead of the English publisher and price. The prices quoted were the prices at publication. For many books published before 1917, the price has been increased from ten to twenty-five per cent. The prices are for the cheapest bound edition, except in case of a few pamphlets, and are in almost all cases net prices. All critical comments are conditioned by date of publication, the heading under which the title appears, and by the title itself.

Space forbids an alphabetical index, but under the several topics, the entries are alphabetically arranged, so that the presence of a particular title should be readily determined. An asterisk indicates a book of more than average value, or one of the better works available on the subject; a double asterisk indicates one of the most useful books, usually a book to be heartily commended. The bibliography contains about 600 titles, of which 133 are marked with a single asterisk and 24 with double asterisk. The latter group is listed at \$37.80, and the two selected groups together at \$333.40. Small libraries should possess the double asterisked books; good, larger libraries should contain at least the asterisked books as well.

EDITOR'S NOTE.—Supplementary bibliographies to the present one will be published from time to time in the "Magazine."

Copies of this Bibliography can be obtained in reprint form from the publishers at 25 cents a copy.

Topics treated in the Bibliography

1. Bibliography.
2. Handbooks.
3. History of the War.
4. Forecasts of the War.
5. The Background of the War.
6. The Diplomatic Rupture.
7. Polemics, England vs. Germany.
8. The Warring Nations.
9. Views of the War by European Neutrals.
10. Great Britain, Description, History, Policy.
11. Great Britain, Army and Navy, Preparedness.
12. Great Britain's Part in the War.
13. Ireland.
14. British Empire, Future Problems and Policies.
15. Belgium, History, Description.
16. German Invasion and Rule.
17. Belgium, Neutrality and International Law, Discussions.
18. France.
19. Italy.
20. Portugal.
21. Alsace-Lorraine.
22. Germany, History.
23. Germany, Kaiser and Court.
24. Germany, Government and Conditions.
25. Germany, Political Thought.
26. Germany, Political Thought, Criticisms.
27. Germany, Anthologies of Opinion.
28. Germany, Weltpolitik.
29. War-time German Discussions of National Policy.
30. Germany, Army, Navy, Secret Service.
31. Germany, Descriptions in War-time.
32. Austria-Hungary.
33. Austria-Hungary, Slavic Peoples.
34. Balkan Peninsula, History Conditions, Problems.
35. Balkan Wars, 1912-13.
36. Serbia, Montenegro, Southern Slavs.
37. Albania.
38. Greece.
39. Ottoman Empire, The Turks.
40. Bulgaria.
41. Roumania.
42. Poland.
43. Russia, History.
44. Russia, Ante-Bellum Descriptions.
45. Russia, Conditions in War-time.
46. Russia, Revolution of 1917.
47. Africa.
48. Jews, Zionism, Palestine.
49. The Armenians.
50. Persia and the Middle East.
51. Far East, China, Japan.
52. Japanese-American Relations.
53. United States, History, Ideals, International Relations.
54. United States, Preparedness.
55. United States, German Intrigue.
56. German-Americans, Pro-German Views, and Propaganda.
57. United States, Relations and Attitude to War, 1914-17.
58. United States, Participant in the War.
59. Latin-America, Pan-Americanism.
60. The War on the Sea.
61. International Law, Neutral Rights.
62. Nationality and Its Problems.
63. The War and Democracy.
64. The Results of the War, Problems of Peace.
65. The War Against War.
66. League to Enforce Peace, League of Nations.
67. Economic Aspects of the War.
68. Women and the War.
69. Socialism and the War.

1. BIBLIOGRAPHY.

*Lange, Frederick William Theodore, and Berry, W. T. Books on the Great War, an Annotated Bibliography of Literature Issued During the European Conflict. White Plains, N. Y., Wilson, 1915-16, vols. 1-4. \$4.50. First three volumes bound in one cover to July, 1915, the fourth to April, 1916. Arranged topically; thorough for books and pamphlets issued in England, with increasing attention in later parts to American and foreign publications. Good indexes, some annotations.

2. HANDBOOKS.

Davis, Muriel O. The Great War and What It Means for Europe. Oxford Press, 1915, p. vii, 110. \$40. Designed for English elementary schools.

Gibson, Charles R. War Inventions and How They Were Invented. Philadelphia, Lippincott, 1917, p. 255. \$1. Clear information and explanation for general reader.

Magnus, Leonard A. Pros and Cons in the Great War, a Record of Foreign Opinion, with a Register of Fact. Dutton, 1917, p. viii, 396. \$2. A cyclopedic arrangement of quoted opinions on causes and phases of the war; convenient as handbook.

Scheip, Stanley S., and Bingham, Alfred, editors. Handbook of the European War. White Plains, N. Y., Wilson, vols. 1 and 2, 1914-16, p. x, 334; xi, 304. Each \$1. Conveniently arranged compilations, largely documentary. Second volume covers November, 1914, to November, 1915, and gives special attention to relations of United States to the war.

White, James William. A Textbook of the War for Americans, Written and Compiled by an American, being the Fourth Edition of a Primer of the War for Americans, Revised and Enlarged. Philadelphia, Winston, 1915, p. xiii, 551. \$1. Much documentary material compiled and abstracted in answer to twenty questions. Well indexed; useful compendium for speakers.

3. HISTORY OF THE WAR.

Allen, George Henry; Whitehead, Henry C., and Chadwick, French Ensor. The Great War. Philadelphia, Barrie, 1915-16, vols. 1-3, p. xxx, 377; xxii, 494; xx, 500. Each \$5. First volume deals with causes; second with outbreak of war, organization and strength of the military and naval forces, and financial resources of the contending powers; third with earlier campaigns. Full, clear account for general reader.

Arnoux, Anthony. The European War. Steiger, 1915 ff., each \$1.50. Third volume carries account to March, 1916; professedly neutral narrative.

Belloc, Hilaire. Elements of the Great War; The First Phase (1915, p. 374); The Second Phase (1916, p. 382). Nelson. Each \$1.50. First volume sketches causes and outbreak of war, forces opposed, and invasion of Belgium and France; second is devoted to battle of the Marne. Sets forth clearly, often vividly, the movement of events; descriptions of strategic movements seem convincing to all except military experts.

Buchan, John. Nelson's History of the War. Nelson, 1914 ff., volumes each \$.60. Annalistic method; compiled largely from newspapers; documentary appendix in each volume; many simple maps, chiefly of battles. Tends to become military history, but is consequently hampered by censorship. Volume 16 appeared in July, 1917.

Current History, A Monthly Magazine of the New York Times. 1914 ff. \$6 a year. Documents, special articles, illustrations and other material compiled in useful form, not a narrative history in proper sense. Seventh volume current at beginning of 1918.

Dillon, Emile Joseph. *England and Germany; with an Introduction by the Hon. W. M. Hughes, M.P., Prime Minister of Australia.* Brentano, 1915, p. xii, 312. \$3. Survey of European situation made at end of first year of war comprising international politics of the year and of preceding years as a whole under numerous topics. Indicts Germany; indicates lessons for England.

Doyle, Sir Arthur Conan. *History of the Great War.* Doran, 1916-17; vols. 1-2, p. xiii, 349; ix, 257. Each \$2. Careful, accurate, detailed record devoted chiefly to British participation and operations.

Gardiner, Alfred G. *The War Lords.* Dutton, 1915, p. viii, 319. \$2.50 (reprint, \$.40). Editor of *London Daily News* writes pleasing sketches of prominent men and their relation to events of the war; in style of his earlier work, *Prophets, Priests, and Kings*.

Illustrated War News. London, 1914 ff. Pictures reprinted from *Illustrated London News* with explanatory text. Successive volumes cover four to six months.

Mumby, Frank A., editor. *The Great War.* London, Gresham, 1915 ff. Rather casual, illustrated account for British consumption. Volumes cover about two months each; fifteenth part issued in March, 1917.

Murray, Arthur Mordaunt. *The Fortnightly History of the War.* Philadelphia, Stokes, 1917, p. 403. \$3. Collection of Colonel Murray's series of monthly contributions to *Fortnightly Review* from beginning of the war to July, 1916. Good survey of military events.

The Times Documentary History of the War. London, The Times, 1917 ff. Two volumes (p. 549, 583) of diplomatic and one (p. 534) of naval documents have been issued with brief explanatory, not argumentative notes.

The Times History of the War. London, The Times, 1914 ff. Weekly parts issued since September, 1914; fourteen volumes have appeared; a compilation of information and pictures rather than a history.

4. FORECASTS OF THE WAR.

Chesney, Sir George Tomkyns. *The Battle of Dorking, being an Account of the German Invasion of England, with the Occupation of London and the Fall of the British Empire.* London, Richards, 1914. 6d. First published, 1871.

Delaisi, Francis. *The Inevitable War.* Boston, Small, 1915, p. 120. \$1. Translation of *La Guerre Qui Vient* (Paris, 1911); interesting on social and economic matters.

Ford, Edward, and Home, Gordon Cochrane. *England Invaded.* Macmillan, 1913, p. xii, 371. \$2. Forecasts German invasion. Compare contemporary English play, *An Englishman's Home*.

The Great War of 189—, a Forecast. London, Heinemann, 1893; 2d ed., 1895. 6s. Co-operative work by leading English military writers.

*Sarolea, Charles. *The Anglo-German Problem.* American edition with new introduction. Putnam, 1915, p. xx, 288. \$1. First printed in England, December, 1912. Remarkable discussion of Anglo-German relations and forecast of the war and its issues. Author, a Belgian professor at Edinburgh.

A Second Franco-German War and Its Consequences for England. London, Simpkin, 1907, p. 154. 1s. Includes German invasion of Belgium.

5. THE BACKGROUND OF THE WAR.

Adkins, Frank James. *Historical Backgrounds of the Great War, the War, its Origins and Warnings.* McBride, 1915, p. 227. \$1. Informative lectures delivered in England

shortly after outbreak of war, on Germany, France, the Slavs, and England and Sea Power. Clear outline of situation which produced the war. Within the comprehension of young readers.

Barclay, Sir Thomas. *Thirty Years, Anglo-French Reminiscences, 1876-1906.* Boston, Houghton, 1914, p. viii, 389. \$3.50. Detached jottings of an Englishman long resident in Paris, which throw some light on Fashoda affair and formation of Anglo-French entente in 1904.

Barry, William. *The World's Debate, an Historical Defence of the Allies.* Doran, 1917. \$1.25. Hodge-podge of facts from modern history against absolutism and favoring democracy; hence favoring France and England against Germany.

Bevan, Edwyn Robert. *Method in the Madness, a Fresh Consideration of the Case between Germany and Ourselves.* Longmans, 1917, p. vii, 309. \$1.50. An Englishman's attempt at a judicial statement of case between England and Germany, rather England's case against Germany.

Beveridge, Albert Jeremiah. *What is Back of the War.* Indianapolis, Bobbs, 1915, p. 430. \$2. Journalistic observations in Germany, France, and England, chiefly important for reports of conversations with leaders of public opinion. Misuse of this quoted material by pro-Germans discredited the book, which is really blissfully impartial.

**Bullard, Arthur. *The Diplomacy of the Great War.* Macmillan, 1916, p. xii, 344. \$1.50. American journalist surveys events since 1878, discusses new elements in diplomacy, problems of the war, and relations of United States and Europe. Style sprightly; views advanced, but not out of touch with realities. One of best all-around books.

The Cambridge Modern History, Vol. 12, The Latest Age. Macmillan, 1910, p. xxxiv, 1033. \$4. Helpful surveys of developments in several nations, but fails to treat adequately international affairs. Chapters on extra-European matters are particularly useful. To be consulted for information, rather than read for enlightenment.

Cook, Sir Edward Tyas. *Britain and Turkey, the Causes of the Rupture Set Out in Brief Form from the Diplomatic Correspondence* (p. 31, \$.10). *How Britain Strove for Peace, a Record of Anglo-German Negotiations, 1898-1914* (p. 40, \$.20). *Why Britain is at War, the Causes and the Issues Set out in Brief Form from the Diplomatic Correspondence and Speeches of Ministers* (p. 24, \$.10). Macmillan, 1914. Three pamphlets widely circulated in early days of the war.

*Coolidge, Archibald Cary. *The Origins of the Triple Alliance.* Scribner, 1917, p. vi, 236. \$1.25. These three lectures by Professor Coolidge of Harvard are the best account of the subject; clear, scholarly, and impartial.

**Dickinson, Goldsworthy Lowes. *The European Anarchy.* Macmillan, 1916, p. 144. \$1. Not a narrative but an essay of only 30,000 words on forces which produced the war. Blame rests not upon one nation alone, but upon the anarchy in which European nations struggled without common law. Notable book, and by far best brief discussion of underlying causes of the war.

Fullerton, William Morton. *Problems of Power.* Scribner, 1913, second, revised edition, 1915, p. xxiv, 390. \$2.25. Former newspaper correspondent discusses international problems from Sedan to Agadir with great cleverness, but assumes such familiarity with the facts, that few readers will find themselves sufficiently equipped to peruse it intelligently.

**Gibbons, Herbert Adams. *The New Map of Europe, 1911-1914, the Story of the Recent European Diplomatic Crises and Wars and of Europe's Present Catastrophe.* Century, 1914, p. xi, 412. \$2. Well written account of events

of four years preceding the war, by American especially familiar with Balkan affairs. Clear, informing, generally reliable and fair, though inclinations are anti-German. Minor changes in later editions.

**Guyot, Yves. *The Causes and Consequences of the War*; translated by F. A. Holt. Brentano, 1916, p. xxxvi, 359. \$3. One of ablest French authorities discusses political, economic, and historical causes of the war, and its probable consequences. Original is probably best all-around book in French.

Hart, Albert Bushnell. *The War in Europe, its Causes and Results*. Appleton, 1914, p. ix, 254. \$1. Hurried compilation published in October, 1914, for American general reader; superseded by later works.

Hayes, Carlton Joseph Huntley. *Political and Social History of Modern Europe*. Macmillan, 1916, vol. 1, p. xvi, 582, \$2; vol. 2, p. xii, 726, \$2.25. First volume summarizes three centuries ending 1815; second volume treats more fully the century since with special attention to economic and social factors and the antecedents of the war. Readable and generally reliable.

Hazen, Charles Downer. *Modern European History*. Holt, 1917, p. xiv, 650. \$1.75. Condensed from his *French Revolution and Napoleon* and his *Europe since 1815*. Admirable brief survey since 1789.

Hovelague, Emile. *The Deeper Causes of the War, with an Introduction by Sir Walter Raleigh*. Dutton, 1916, p. 158. \$1.25. Vehement and able indictment of Germany's theories of race, the state, and war, and of her application of them in her policy toward England.

Lipson, Ephraim. *Europe in the Nineteenth Century, an Outline History*. Macmillan, 1917, p. 298. \$2. Neglects international affairs except as leading to the war. Best chapters on internal affairs of leading countries, especially prior to 1870. Treatment unusual and uneven.

Morel, Edmund Deville. *Ten Years of Secret Diplomacy, an Unheeded Warning, Being a Reprint of Morocco in Diplomacy*. London, National Labour Press, 1915, p. xxix, 198. 2s. Reprint of 1912 original with slight changes and omission of appendix of documents. New prefaces are added, especially to third edition of reprint. Bitter indictment of whole Morocco affair and of Sir Edward Grey.

Morris, Charles, and Dawson, Lawrence H. *Why the Nations Are at War, the Causes and Issues of the Great Conflict*. London, Harrap, 1915, p. 414. 5s. A British survey of 19th century history as antecedent to the war.

Muir, Ramsay. *Britain's Case against Germany, an Examination of the Historical Background of the German Action in 1914*. Longmans, 1914, p. ix, 196. \$1. Study of German political theories in action in last generation; argues that Germany had long intended and prepared for the war.

*Muir, Ramsay. *The Expansion of Europe, the Culmination of Modern History*. Boston, Houghton, 1917, p. xii, 243. \$2. An historical survey of modern imperialism, with an attempt to appraise the achievements of the several colonizing powers. Glorifies England. Part on last forty years inferior.

Why We Are at War, Great Britain's Case, by Members of the Oxford Faculty of Modern History. Oxford Press, 1914, third edition, p. 264. \$.85. First effort of English historians to explain situation; widely circulated; rather well done, in circumstances; but now valuable as evidence of state of mind following outbreak of war. Appendixes contain documents.

Rose, John Holland. *The Development of the European Nations, 1870-1900*. Putnam, 1905, 2 vols., p. xi, 376; v,

363; fifth edition, 1914, p. xvii, 376, 410. \$2.75. Devoted mainly to international relations of the period; with additional chapters in later editions. Gives little attention to some forces that would now command attention in a history of the period.

Rose, John Holland. *The Origins of the War, 1871-1914*. Putnam, 1915, p. 201. \$1. Hastily prepared by competent English scholar; was one of best books available in first year of the war. Written with emphasis on Germany and with strong convictions against Germany, but with tone of fairness.

*Schmitt, Bernadotte Everly. *England and Germany, 1740-1914*. Princeton University Press, 1916, p. ix, 524. \$2. Period prior to 1904 treated in series of topical chapters; decade, 1904-1914, is given thorough chronological treatment; outbreak of war is covered by use of colored books. Written before the war, rewritten and enlarged after war started. Places responsibility clearly on Germany. Well written, one of most useful books.

**Seymour, Charles. *The Diplomatic Background of the War*. New Haven, Yale Press, 1916, p. xv, 311. \$2. Admirable, concise, scholarly survey of events since 1871, furnishing adequate background for understanding the war and its issues. Written clearly, without passion, but gives verdict explicitly against Germany. Best book available for background of the war.

*Tardieu, André. *France and the Alliances, the Struggle for the Balance of Power*. Macmillan, 1908, p. x, 314. \$1.50. Most useful account of international situation in 1904-7, covering Anglo-French and Anglo-Russian agreements and first Moroccan crisis. Author is recognized authority on international questions and is at present French High Commissioner in United States.

Whitman, Sidney. *Things I Remember, Recollections of a Political Writer in the Capitals of Europe*. Philadelphia, Stokes, 1917, p. viii, 268. \$2.50. Reminiscences of a European correspondent of New York Herald covering events of last quarter-century, especially Balkan and German affairs and problems. Good.

6. THE DIPLOMATIC RUPTURE.

Andriulli, Giuseppe A., editor. *Documents relating to the Great War*; with an Introduction by Guglielmo Ferrero, translated by Thomas Okey. London, Unwin, 1915, p. 128. 1s. Brief selection supporting Ferrero's conclusion that Germany decided for war, July 29, 1914.

Baldwin, Elbert Francis. *The World War, How It Looks to the Nations Involved*. Macmillan, 1914, p. vii, 267. \$1.25. Judicial, impartial effort soon after opening of hostilities to summarize immediate causes and portray conditions and states of mind in several European countries.

Beck, James Montgomery. *The Evidence in the Case, in the Supreme Court of Civilization, as to the Moral Responsibility for the War*. Putnam, 1914, p. 200. \$1. Revised edition, 1915. *The War and Humanity, a Further Discussion of the Ethics of the World War and the Attitude and Duty of the United States*. Putnam, 1916, p. xi, 322. \$1.50. The first is not so much a judicial statement as a prosecutor's plea for conviction of Germany. Widely distributed but to be used only when more thorough and dispassionate works are not available. The second deals in same manner with episodes such as submarine controversy, case of Miss Cavell, and relations of America with Allies.

*Chitwood, Oliver Perry. *The Immediate Causes of the Great War*. Crowell, 1917, p. xii, 196. \$1.35. By professor in University of West Virginia. Impartial narrative of events from the assassination of the Archduke to Italy's

declaration of war, based on the published official documents.

Davenport, Briggs. *A History of the Great War, 1914—*, Vol. I. The Genesis of the War, June, 1914, to August, 1915. Putnam, 1916, p. viii, 545. \$2. Clear, simple, but uncritical; commends itself to those for whom better books are too complex and heavy. Also useful for account of entrance of Italy and Bulgaria into the war.

Dillon, Emile Joseph. *A Scrap of Paper, the Inner History of German Diplomacy and her Scheme of Worldwide Conquest*. Doran, 1914, third edition, p. xxvii, 220. \$.50. Summary account of the events which precipitated war, by well-known English authority on international affairs. Widely circulated in early months of war but now replaced by later works.

Great Britain, Foreign Office. *Collected Diplomatic Documents Relating to the Outbreak of the European War*. Doran, 1915, p. xix, 561. \$1. Contains British Diplomatic Correspondence, French Yellow Book, Russian Orange Book, Belgian Gray Book, Serbian Blue Book, German White Book, Austro-Hungarian Red Book, and some supplementary documents, with explanatory introduction and index, but no comparative chronological table. Confined mainly to last days of July and early days of August, 1914.

*Headlam, James Wycliffe. *The History of Twelve Days, July 24th to August 4th, 1914, being an Account of the Negotiations Preceding the Outbreak of War, Based on the Official Publications*. Scribner, 1915, p. xxiv, 412. \$3. The English historical writer has based his account with assiduous care upon official documents and utterances. Tone restrained, dispassionate, and fair, but obviously not absolutely impartial. Style not popular, but clear, direct, and closely reasoned. Best account of diplomatic rupture in English.

Headlam, James Wycliffe. *The German Chancellor and the Outbreak of War*. London, Unwin, 1917, p. 127. 3s. 6d. Supplements his *History of Twelve Days* by more detailed study of events of July 29-30, 1914, based on further information, to refute the Chancellor's charges placing responsibility on Russia and England for German mobilization and hence for the war.

Kennedy, John McFarland. *How the War Began, with an Introduction by W. L. Courtney*. Doran, 1914, p. xxvii, 187. \$.50. *How the Nations Waged War*. Doran, 1915, p. 190. \$.50. First is hasty compilation by English publicist on period from June 28 to August 4, 1914. Further official documents published a few days after its appearance made it out of date. The second volume deals with first weeks of war.

Mach, Edmund Robert Otto von, editor. *Official Diplomatic Documents Relating to the Outbreak of the European War, with Photographic Reproductions of Official Editions of the Documents Published by the Governments of Austria-Hungary, Belgium, France, Germany, Great Britain, Russia, and Serbia*. Introduction, Daily Summaries, Cross-References, and Footnotes. Macmillan, 1916, p. xxii, 608. \$6. Criticism of the inaccuracies and misleading nature of editorial portion of volume led publishers to withdraw it. It is, however, a convenient compilation, and the chronological arrangement is particularly handy.

Parker, Sir Gilbert. *The World in the Crucible, an Account of the Origins and Conduct of the Great War*. Dodd, 1915, p. viii, 422. \$1.50. Space divided about equally between antecedents of the war, rupture of relations, and early weeks of war. Well-written, compendious and fairly reliable account.

*Scott, James Brown, editor. *Diplomatic Documents relating to the Outbreak of the European War*. Oxford Press, 1916, 2 vols., p. lxxxi, xcii, 1516. \$5. Careful reprints of official English translations of Austro-Hungarian, Belgian, French, German, Russian, Serbian, British, and Italian "colored" books of documents relating to outbreak of war, with tables of contents and introduction. Most complete collection now available.

*Stowell, Ellery Cory. *The Diplomacy of the War of 1914, Vol. I. The Beginnings of the War*. Boston, Houghton, 1915, p. xvii, 728. \$5. Opens with forty page sketch of history of thirty years prior to the war and closes with appendix of 130 pages of documents. Rest of book is analytical study of documents and exposition of acts, events, rights, and motives. Chapters are topical in character and arranged in order of events. Author, who is assistant professor of international law in Columbia University, concludes "Germany has clearly violated international law." Most exhaustive American account of the Twelve Days and ranks with Headlam.

7. POLEMICS: ENGLAND VS. GERMANY.

Angell, Norman (pseud. of Ralph Norman Angell Lane). *Prussianism and its Destruction*. London, Heinemann, 1914, p. xiv, 248. \$1.25. Denounces militarism in his former style, but identifies it with Prussianism which must be fought and destroyed.

Chesterton, Gilbert Keith. *The Crimes of England*. Lane, 1916, p. 173. \$1. The crimes are the failures to arrest growth of Prussian militarism and spread of German ideas, each of which is discussed in author's usual manner.

Harris, Frank. *England or Germany? Wilmarth, 1915, third edition, p. 187. \$1. American resident in England avows Celtic and revolutionary sympathies and indulges in fantastic diatribe against England.*

Harrison, Frederic. *The German Peril: Forecasts, 1864-1914; Realities, 1915; Hopes, 191—*. London, Unwin, 1915, p. 300. 5s. Collection of author's pronouncements against Germany. Claims to be "the oldest and most persistent" anti-German prophet.

Powys, John Cowper. *The War and Culture, a Reply to Professor Münsterberg*. Shaw, 1914, p. 103. \$.60. English edition: *The Menace of German Culture*. Author was formerly in Education Department of city of Hamburg. Pointed, detailed, destructive criticism; constructive criticism also appears.

Sladen, Douglas Brooke Wheaton. *The Real Truth about Germany, Facts about the War, an Analysis and a Refutation from the English Point of View of the Pamphlet, The Truth about Germany, issued under the Authority of Representative German Citizens, with an Appendix on Great Britain and the War, by A. Maurice Low*. Putnam, 1914 p. xiii, 272. \$1. English edition entitled *Germany's Great Lie*. Answers arranged point by point are, like the original, assertions rather than proofs.

Stilwell, Arthur Edward. *To All the World (except Germany)*. London, Allen & Unwin, 1915, p. 251. 3s. 6d. An incongruity of belligerent pacifism and anti-Germanism dedicated to King Albert and Henry Ford.

8. THE WARRING NATIONS.

Herrick, Robert. *The World Decision*. Boston, Houghton, 1916, p. 253. \$1.25. Six chapters on observations in Italy in spring of 1915, six more chapters on observations in France in ensuing summer, and three chapters on relations of United States to the war. Importance of volume lies in

its revelation of the morale of the several contending nations and its reflections on moral issues at stake.

Jones, Jenkin Lloyd. *Love for the Battle-torn Peoples*. Chicago, Unity Pub. Co., 1917, p. 166. \$.75. Series of popular sermons on the admirable traits of the conflicting peoples and a plea for human brotherhood.

Low, Sidney James Mark, editor. *The Spirit of the Allied Nations*. Macmillan, 1915, p. 214. \$.1. Series of lectures by competent authorities on the several Allied nations, arranged by Imperial Studies Committee of University of London.

McCabe, Joseph. *The Soul of Europe, a Character Study of the Militant Nations*. Dodd, 1915, p. vi, 407. \$.3. Informative book to explain their Allies to English readers.

Nyrop, Christopher. *Is War Civilization?*, translated by H. G. Wright. Dodd, 1917, p. 256. \$.125. Not abstract discussion but collection of articles by Copenhagen professor on the war, especially on Belgium, Italy, languages and war, and religion and war.

Orth, Samuel Peter. *The Imperial Impulse, Background Studies of Belgium, England, France, Germany, Russia*. Century, 1916, p. 234. \$.120. Collection of interesting and informing magazine articles. An additional essay on *Our First Duty* urges United States to uphold principle that "every people with national instincts" be allowed to determine its own government.

*Powers, Harry Huntington. *The Things Men Fight For, with Some Application to Present Conditions in Europe*. Macmillan, 1916, p. vii, 382. \$.150. Thoughtful candid book based on wide travel, broad knowledge, and generous sympathies. Seeks to present case of each contending nation as manifesting the highest instincts of that nation. Concluding chapter gives carefully weighed decision in favor of Britain rather than Germany.

Stoddard, Theodore Lothrop. *Present Day Europe, its National States of Mind*, Century, 1917, p. 322. \$.2. A study of the war psychology of the various European nations, based as far as possible upon the utterances of representatives of the respective nations. Quite neutral, and uses material down to opening of 1917.

Wells, Herbert George. *Italy, France, and Britain at War*. Macmillan, 1917, p. 285. \$.150. Accounts of his visit to Italian and western fronts in 1916, with added section on "How People Think About the War." Chiefly interesting for those who care to know what Mr. Wells thinks.

9. VIEWS OF THE WAR BY EUROPEAN NEUTRALS.

*Brandes, Georg Morris Cohen. *The World at War*; translated by Catherine D. Groth. Macmillan, 1917, p. 272. \$.150. The famous Danish-Jewish writer, without sympathy for Germany, deals rigorously with Allied aims and acts, and urges rights of small, oppressed, and neutral nations. Collection of articles including some of special interest written before the war.

Jørgensen, Johannes. *False Witness*. Doran, 1917, p. vii, 227. \$.1. Translation of the Danish author's *Klokke Roland*, which is an examination of the German professors' "Appeal to the Civilized World." Evidence of the falsity of their statements is adduced and other material on the German character and kultur is included.

Maccas, Leon. *German Barbarism, a Neutral's Indictment*, with preface by Paul Girard. Doran, 1916, p. xii, 228. \$.1. By a Venizelist Greek.

Prüm, Emile. *Pan-Germanism versus Christendom; the Conversion of a Neutral*; edited with comments by René

Johannet. Doran, 1917, p. xii, 184. \$.1. Letter of Prüm, Catholic leader in Luxemburg to Erzberger, Catholic leader in Germany; record of proceedings against Prüm, and an article on the Catholic Center in Germany. Convincingly anti-German.

10. GREAT BRITAIN: DESCRIPTION, HISTORY, POLICY.

*Barker, J. Ellis. *Great and Greater Britain, the Problems of Motherland and Empire*, Political, Naval, Military, Industrial, Financial, Social. London, Smith, Elder, 1909, 2d edition, 1910, p. 604. \$.3. Counterpart of his *Modern Germany*, and supplemented by his *British Socialism*. An avowed disciple of Joseph Chamberlain describes essential matters of domestic and imperial concern in decade preceding the war.

Begbie, Harold. *The Vindication of Great Britain, a Study in Diplomacy and Strategy with Reference to the Illusions of her Critics and the Problems of the Future*. London, Methuen, 1916, 3d edition, p. xv, 302. 6s. Particularly valuable for work and influence of Edward VII and Lord Haldane. Lauds English achievement in arming against Germany during first two years of the war. Peace problems discussed.

*Boutmy, Emile. *The English People, a Study of their Political Psychology*, with an Introduction by J. E. C. Bodley. Putnam, 1904, p. xxxvi, 332. \$.250. Author was leading French authority in political science in last generation, and one of most eminent foreign students of English constitution and people. French original published in 1901. Accurate in fact, sane in judgment, keen in analysis, bristling with illuminating ideas.

Cheyney, Edward Potts. *A Short History of England*. Boston, Ginn, 1904, p. xvi, 695. \$.140. Excellent textbook, briefer and more readable than Cross.

*Cramb, John Adam. *Germany and England, with an Introduction by the Hon. Joseph H. Choate*. Dutton, 1914, p. xiv, 152. \$.1. Professor Cramb's lectures were delivered at Queen's College, London, February-March, 1913, and after his death written up from notes and published, June, 1914. Author's study in Germany had convinced him of German bitterness against England and inevitableness of conflict. Book holds historic place because most widely read book in English during first months of war. Note also author's *Origin and Destiny of Imperial Britain and Nineteenth Century Europe* (Dutton, 1915), first published during Boer war, for fuller statement of chauvinistic English imperialism.

Cross, Arthur Lyon. *A History of England and Greater Britain*. Macmillan, 1914, p. xiii, 1165. \$.250. Excellent comprehensive account to spring of 1914, written as college text.

Dunning, William Archibald. *The British Empire and the United States, a Review of their Relations during the Century of Peace following the Treaty of Ghent*. Scribner, 1914, p. xl, 381. \$.2. Well written narrative by able American historical scholar.

*Low, Sidney James Mark, and Sanders, Lloyd Charles. *The History of England during the Reign of Victoria, 1837-1901*. Longmans, 1907, p. xviii, 532. \$.260. Best account of period, though little more than narrative of political facts.

*Lowell, Abbott Lawrence. *The Government of England*. Macmillan, 1908, 2 vols., p. xv, 570; viii, 563. \$.4. Admirable description of the organization and working of English government, local, national, and imperial.

Marriott, John Arthur Ransome. *England since Waterloo*. Putnam, 1913, p. xxi, 558. \$3. Careful accurate account to 1885, with sketchy chapter to 1901.

Meyer, Eduard. *England, its Political Organization and Development and the War Against Germany*. Translated by Helene S. White. Boston, Ritter, 1916, p. xix, 328. \$1.50. Arraignment of England and English policy by eminent Berlin professor of history, so vehement as to be condemned by German critics. Valuable, however, as presenting essentially the German view of England.

Murray, Gilbert. *The Foreign Policy of Sir Edward Grey, 1906-1915*. Oxford Press, 1915, p. 128. 50 cents. Good survey and thorough-going defence by eminent Oxford professor whose views were less favorable before the war.

Reventlow, Ernest, Graf zu. *The Vampire of the Continent*; translated with a Preface by G. Chatterton Hill. Jackson, 1916, p. xiii, 225. \$1.25. Original published in 1915. Author is spokesman of extreme Junker group. Denounces England's desire to maintain balance of power and destroy economic rivals as cause of present and earlier great wars which have sucked the blood of Continental Europe. Author's more substantial work, *Deutschlands Auswärtige Politik, 1888-1913* (1914), is not available in translation.

*Seeley, Sir John Robert. *The Expansion of England, Two Courses of Lectures*. Boston, Little, p. viii, 359. \$1.75. Originally published, 1883. First course, English expansion in 17th and 18th centuries; second, England's acquisition and control of India. Brilliant and convincing presentation of achievements and high aims of British imperial policy. Seeley's position in history of English imperialism has been compared to Treitschke's in Pan-Germanism.

Tönnies, Ferdinand. *Warlike England as Seen by Himself*. Dillingham, 1915, p. 202. \$1. Account of English foreign and colonial policy since Elizabeth, especially in nineteenth century, by Professor in University of Kiel, composed largely of quotations from English writers. Shows existence of English imperialism, but does not prove causal relation with the war.

11. GREAT BRITAIN: ARMY AND NAVY, PREPAREDNESS.

Lea, General Homer. *The Day of the Saxon*. Harper, 1912, p. 249. \$1.80. This and his earlier *Valour of Ignorance* (1909) attracted wide attention by their extreme advocacy of Lord Roberts' efforts to impress the English people with the importance of England's empire and sea power and of their defence. Faulty in fact and logic, though events have justified the main thesis.

MacDonald, J. Ramsay. *National Defense*. London, Allen & Unwin, 1917. 2s. 6d. Denounces militarism as a false method of national defense; foresees that defeat of Germany will not be likely to create a pacific German democracy.

*Oliver, Frederick Scott. *Ordeal by Battle*. Macmillan, 1915, p. li, 437. \$1.50. One of most notable English war books, important for insight into English state of mind on foreign and military questions in decade before the war. The author belonged to the Lord Roberts school, and wrote much of book before the war, publishing it to promote conscription. After good analysis of causes of the war and spirit of German policy, the real contribution of the book appears in parts on spirit of British policy and democracy and national service.

Protheroe, Ernest. *The British Navy, its Making and its Meaning*. Dutton, 1915, p. xx, 694. \$2.50. Comprehensive historical and technical account addressed to British youth. Includes chapter on early naval events of the war.

Roland, pseud. *The Future of Militarism*. London, Unwin, 1916. 2s. 6d. Not an independent discussion but a denunciation of Oliver's *Ordeal by Battle*.

12. GREAT BRITAIN'S PART IN THE WAR.

**Chevillon, André. *England and the War, 1914-1915*; with a Preface by Rudyard Kipling. Garden City, N. Y., Doubleday, 1917, p. xxi, 250. \$1.60. Translation of articles contributed to *Revue de Paris* from Nov., 1915, to Jan., 1916, by nephew of Taine, who was keen observer in England of awakening and reconstruction during the first year and a half of the war. Traces conception and development of England's will to war in way to enlighten Americans when their nation is undergoing somewhat similar transition.

Cravath, Paul Drennan. *Great Britain's Part, Observations of an American Visitor to the British Army in France at the Beginning of the Third Year of the War*. Appleton, 1917, p. vi, 127. \$1. Convinced of greatness of England's achievement and that it will win.

Destrée, Jules. *Britain in Arms*. Lane, 1917, p. xv, 292. \$1.50. Translation by J. Lewis May of *L'Effort Britannique*, with preface by M. Georges Clemenceau. Originally written in Italian to dispel the Italian suspicion that England was not doing its share. Explains military, naval, industrial and financial activities. By a Belgian.

George, David Lloyd. *Through Terror to Triumph, Speeches and Pronouncements since the Beginning of the War*, arranged by F. L. Stevenson. Doran, 1915, p. xii, 187. \$1. Important for speeches intended to sway public opinion, especially in case of munition workers.

Gleason, Arthur Huntington. *Inside the British Isles, Century, 1917, p. 434. \$2. Main topics treated are labor, Ireland, women, and social studies. Attaches great importance to changes wrought during the war. Somewhat superficial observations and hasty generalizations of clever American journalist.*

Grew, Edwin Sharpe, and others. *Field-Marshal Lord Kitchener, his Life and Work for the Empire*. London, Gresham Publishing Co., 1916, 3 vols. 25s. 6d. Careful co-operative biography but not a definitive study. Third volume relates to present war. Fashoda incident opens second volume.

*Murray, Gilbert. *Faith, War and Policy*. Boston, Houghton, 1917, p. xiv, 255. \$1.25. Collection of articles and addresses during the war, in exposition and defence of England's part and policies. Able but open to criticism.

Ward, Mary Augusta (Arnold) (Mrs. Humphrey Ward). *England's Effort, Letters to an American Friend*, with Preface by Joseph H. Choate; 3d edition with epilogue to August, 1916. Scribner, 1916, p. xv, 228. \$1. The author was given special privileges to inspect British military forces, munition works, etc., with purpose of answering criticism that Great Britain was not doing its share.

Ward, Mary Augusta (Arnold) (Mrs. Humphrey Ward). *Towards the Goal*. Scribner, 1917, p. xvii, 231. \$1.25. Series of letters addressed to Mr. Roosevelt in March to June, 1917, describing England's war aims and activities. Practically a sequel to *England's Effort*.

13. IRELAND.

Barker, Ernest. *Ireland in the Last Fifty Years, 1866-1916*. Oxford Press, 1917. 1s. 6d. Good account of political, religious, educational, and agrarian problems, especially useful for condition of peasant class.

Hamilton, Lord Ernest William. *The Soul of Ulster*. Dutton, 1917, p. 188. \$1.25. Able statement of the Ulster side of the Irish question.

The Irish Home-Rule Convention. Macmillan, 1917, p. 183. 50 cents. Timely papers by John Quinn, G. W. Russell, Sir Horace Plunkett and others.

Leslie, Shane. *The Celt and the World, a Study of the Relation of Celt and Teuton in History*. Scribner, 1917, p. 224. \$1.25. Interesting volume which slights the main theme of relation of Celt and Teuton to discuss Anglo-Irish relations and the war.

Morris, Lloyd R. *The Celtic Dawn, a Survey of the Renaissance in Ireland, 1889-1916*. Macmillan, 1917, p. xviii, 251. \$1.50. Review of political, social, economic, and cultural developments in Ireland in last generation to the Sinn Fein rebellion in 1916.

Russell, George William (pseud. A. E.). *National Being, Some Thoughts on an Irish Polity*. Macmillan, 1916, p. 176. \$1.35. Ireland must seek political independence through economic independence, which is to be attained by co-operative rather than competitive methods. Admirable in style and tone, even if not entirely convincing.

Wells, Warre B., and Marlow, N. *The History of the Irish Rebellion of 1916*. Philadelphia, Stokes, 1917, p. 271. \$2.50. Comprehensive, though not friendly account, with documents.

14. BRITISH EMPIRE: FUTURE PROBLEMS AND POLICIES.

** Beer, George Louis. *The English-speaking Peoples, their Future Relations and Joint International Obligations*. Macmillan, 1917, p. xi, 322. \$1.50. By an able historian of the British colonies in America. Excellent discussion of the international problems which America faces; favors co-operative arrangements between United States and Great Britain. Very important and valuable. Abundant references to authorities.

Dawson, William Harbutt, editor. *After-war Problems*. Macmillan, 1917, p. 366. \$2.50. Includes papers on the topics Empire and Citizenship, National Efficiency, Social Reform, and National Finance and Taxation by Lord Cromer, Lord Haldane and several other leading English thinkers, which command attention.

Duchesne, A. E. *Democracy and Empire, the Applicability of the Dictum that "a democracy cannot manage an empire," to the Present Condition and Future Problems of the British Empire, especially the Question of the Future of India*. Oxford Press, 1916, p. vii, 120. 2s. 6d.

*The Empire and the Future, a Series of Imperial Studies. Macmillan, 1917, p. xvi, 110. 75 cents. Collection of lectures, including Sir Charles Lucas on Empire and Democracy, H. A. L. Fisher on Imperial Administration, and Philip Kerr on Commonwealth and Empire. Able discussions of problems underlying British imperial organization; not a solution. Introduction by A. D. Steel-Maitland, Under Secretary of State for the Colonies.

Fletcher, Charles Brunson. *The New Pacific: British Policy and German Aims; with a preface by Viscount Bryce, and a foreword by the Right Hon. W. M. Hughes*. Macmillan, 1917, p. xxxiii, 325. \$3. One of editors of Sydney Morning Herald arraigns German policies and methods in the Pacific, and sets forth Australian ideas for future of the Pacific.

Hodge, Harold. *In the Wake of the War; Parliament or Imperial Government?* Lane, 1917, p. viii, 226. \$1.50.

Propounds a plan for the future administration of the British Empire. Disapproves of parliament.

Levi, N. Jan Smuts, being a Character Sketch of Gen. the Hon. J. C. Smuts, K.C., M.L.A., Minister of Defence, Union of South Africa. Longmans, 1917, p. vi, 310. \$2.50. Poorly written account of important personage in British Empire, with much interesting information on South African affairs.

McLaren, A. D. *Peaceful Penetration*. Dutton, 1917, p. 224. \$1.50. Australian journalist, familiar with Germany, writes on German colonizing methods and policies, and on Australia's place in world politics.

Smuts, Jan Christiaan. *War-time Speeches, a Compilation of Public Utterances in Great Britain*. Doran, 1917, p. viii, 116. 75 cents. Chiefly important for discussion of future of what he has named the British Commonwealth.

Worsfold, W. Basil. *The Empire on the Anvil, being Suggestions and Data for the Future Government of the British Empire*. London, Smith, Elder, 1916, p. xv, 242.

Wise, Bernhard Ringrose. *The Making of the Australian Commonwealth, 1889-1900, a Stage in the Growth of Empire*. Longmans, 1913, p. xiii, 365. \$2.50. With special reference to New South Wales, by a participant in the movement. A study of growth of federation in British Empire.

15. BELGIUM: HISTORY, DESCRIPTION.

Ensor, Robert Charles Kirkwood. *Belgium* (Home University Library). Holt, 1915, p. v, 256. \$50. Concise survey of recent history and conditions before the war. Generally accurate and fair, except, perhaps, to Catholic church.

*MacDonnell, John de Courcy. *Belgium, her Kings, Kingdom, and People*. Boston, Little, 1914, p. xii, 354. \$3.50. Good historical survey since establishment of independence in 1830, with account of conditions under King Albert. Published on eve of the war. Written with fairness and moderation; apparently Catholic in sympathies.

Pirenne, Henri. *Belgian Democracy, its Early History; translated by J. V. Saunders*. Longmans, 1915, p. xi, 250. \$1.50. Original published in 1910. Mainly account of medieval city republics of the Low Countries, by leading Belgian historian.

Van der Essen, Léon. *Short History of Belgium*. Chicago, University Press, 1916, p. 168. \$1. Good outline account by professor of history at Louvain.

16. BELGIUM: GERMAN INVASION AND RULE.

Belgium and Germany, Texts and Documents, preceded by a Foreword by Henri Davignon. Nelson, 1915, p. iv, 132. \$25. Documents and illustrations, with annotations. Preface by Belgian foreign minister.

Cammaerts, Emile. *Through the Iron Bars* (Two Years of German Occupation in Belgium). Lane, 1917, p. 72. \$75. Patriotic presentation of Belgium's plight.

The Case of Belgium in the Present War, an Account of the Violation of the Neutrality of Belgium and of the Laws of War on Belgian Territory. Macmillan, 1914, p. xvii, 120. \$25. Officially prepared by the Belgian delegates in the United States, with official documents and affidavits.

Chambry, René. *The Truth about Louvain*. Doran, 1915, p. 95. \$25. By resident of Louvain.

*Erichsen, Erich. *Forced to Fight, the Tale of a Schleswig Dane, translated from the Danish*. McBride, 1917, p. 184. \$1.25. A narrative of war service which has attracted wide attention because of nationality of its author, who has

been invalided from wounds. Main importance is for account of campaign in Belgium.

*Gibson, Hugh S. *A Journal from our Legation in Belgium*. Garden City, N. Y., Doubleday, 1917, p. xii, 360. \$2.50. Interesting selection from daily notes of first secretary of American legation from July 4 to December 31, 1914.

Grondys, L. H. *The Germans in Belgium, Experiences of a Neutral*. Appleton, 1916, p. ix, 95. \$.50 Journal account of Dutch professor who was in Louvain during the destruction and witnessed other German atrocities during the invasion.

Halasi, Odon. *Belgium under the German Heel*. Cassell, 1917, p. x, 257. 6s. Description of conditions observed by an Hungarian author during a visit in 1916. The anonymous translator adds information derived from another Magyar who had spent eighteen months in Belgium during the war. Sympathetic, not sensational.

Huberich, C. H., and Nicol-Speyer, A., editors. *German Legislation for the Occupied Territories of Belgium; Official Texts*. The Hague, Nijhoff. Editions in German, Flemish, French, and English have appeared in successive volumes for the legislation of successive periods; fifth volume, with index to first five, covers to Dec. 31, 1915.

Kellogg, Mrs. Charlotte. *The Women of Belgium; Turning Tragedy to Triumph*. Funk, 1917, p. xviii, 210. \$1. By only woman member of Hoover commission. Describes relief work and what Belgian women have done for themselves. Written with simplicity and restraint.

Libert de Flemalle, Gabriel de. *Fighting with King Albert*. Doran, 1915, p. xi, 327. 6s. By Captain in Belgian army; important for Belgian army before the war and question of its preparedness, with narrative on resistance to invasion.

*Massart, Jean. *The Belgians under the German Eagle*, translated by Bernard Miall. Dutton, 1916, p. 368. \$3.50. Written from observations during first year of the war, with full documentation from German sources. Vigorous indictment of German rule.

Mercier, Desiré Felicien Francois Joseph, Cardinal. *Pastorals, Letters, Allocutions, 1914-1917*, with a biographical Sketch by Rev. Joseph F. Stillemans. Kenedy, 1917. \$1.25. *The Voice of Belgium*, being the War Utterances of Cardinal Mercier, with a Preface by Cardinal Bourne. London, Burns & Oates, 1917, p. ix, 330. 2s. 6d. Similar collections, including some items which have been published separately.

Mokveld, L. *The German Fury in Belgium*; translated by C. Thieme. Doran, 1917, p. 247. \$1. By Dutch correspondent with German army from Liège to the Yser, whose careful, candid, neutral observations constitute a formidable indictment of German acts.

Morgan, John Hartman. *German Atrocities, an Official Investigation*. Dutton, 1916, p. 192, \$1. Professor Morgan was member of Bryce commission, and this volume supplements the Report with additional materials and comments.

Nothomb, Pierre. *The Barbarians in Belgium*; translated by Jean E. H. Findlay. London, Jarrold, 1915, p. 294. 2s. 6d. Account by Belgian, endorsed by preface by Belgian Minister of Justice.

Sarolea, Charles. *How Belgium Saved Europe*, with a Preface by Count Goblet d'Alviella. Philadelphia, Lippincott, 1915, p. ix, 227. \$1. Patriotic appreciation of Belgium's part in first weeks of the war. Author was in Belgium during period.

Somville, Gustave. *The Road to Liège, the Path of Crime*, August 1914; translated by Bernard Miall. Doran, 1916,

p. xxii, 296. \$1. French writer; divides material into narrative and critical sections. Challenges Germans to disprove his statements.

**Toynbee, Arnold Joseph. *The German Terror in Belgium, an Historical Record*. Doran, 1917, p. xiii, 160. \$1. Systematic account of German behavior in Belgium and treatment of Belgian people, based on testimony gathered and published by officials and commissions of various governments.

*Van der Essen, Léon. *The invasion and the War in Belgium, with a Sketch of the Diplomatic Negotiations preceding the Conflict*. London, Unwin, 1917, p. 356. 15s. By a professor of history at Louvain. Best and fullest account yet available, but military side is rather weak and the critical method is not all that could be desired of a professor of history. Discusses neutrality issue.

Verdavaine, Georges. *Pictures of Ruined Belgium, with 72 Pen and Ink Sketches Drawn on the Spot by L. Berden Lane*. 1917. \$3. Chief value in pictures. Text by art critic of *Independence Belge*, translated by J. Lewis May, based on official reports.

Verhaeren, Emile. *Belgium's Agony*, translated and introduced by M. T. H. Sadler. Boston, Houghton, 1915, p. xxii, 131. \$1.25. Splendid literary exposition of Belgium's sufferings and pride in bearing the suffering; biting criticisms of Germany.

Williams, Albert Rhys. *In the Claws of the German Eagle*. Dutton, 1917, p. ix, 273. \$1.50. Good account of observations, especially in Belgium, during early weeks of the war, by a Boston pastor of socialist proclivities.

17. BELGIUM: NEUTRALITY AND INTERNATIONAL LAW: DISCUSSIONS.

**DeVisscher, Charles. *Belgium's Case, a Juridical Enquiry*; translated from the French by E. F. Jourdain, with a Preface by J. van den Heuvel. Doran, 1916, p. xxiv, 164. \$1. Excellent, comprehensive, concise study by professor of law in University of Ghent; written with fairness and moderation.

Fuehr, Karl Alexander. *The Neutrality of Belgium, a Study of the Belgian Case under its Aspects in Political History and International Law*. Funk, 1915, p. xiii, 248. \$1.50. Historical and legal study to support German side. Contains various documents, including facsimiles of famous Brussels documents.

Grasshoff, Richard. *The Tragedy of Belgium, an Answer to Professor Waxweiler*. Dillingham, 1915, p. 244. \$1. Claims to use official material of German government to refute charges of German atrocities in Belgium, but generally mistakes vehemence for argument, and assertion for proof. Emphasizes franc-tireur acts of Belgians.

Labberton, J. H. *Belgium and Germany, a Dutch View*, translated by William Ellery Leonard. Chicago, Open Court Pub. Co., 1916, p. ix, 153. \$1. Somewhat philosophical attempt to justify German invasion of Belgium. Avows neutrality but accepts German unsupported statements with little question, exonerates Germany and blames England.

Langenhove, Fernand van. *The Growth of a Legend, a Study Based upon the German Accounts of Francs-Tireurs and "Atrocities" in Belgium*, with a preface by J. Mark Baldwin. Putnam, 1916, p. xv, 321. \$1.25. The author is scientific secretary of the Solvay Institute of Brussels. Translation by E. B. Sherlock. Moderate, restrained investigation of evidence, but occasional over-refinement of argument.

*Sanger, Charles Percy, and Norton, Henry Tertius James. *England's Guarantee to Belgium and Luxemburg, with the Full Text of the Treaties*. Scribner, 1915, p. viii, 155. \$1.50. Historical section by Norton, international law discussion by Sanger. Treatment, careful, technical, legalistic, not popular. "The obligations of Great Britain under the treaties of 1839 and 1867 are extremely doubtful . . . but in the circumstances of the case, Sir Edward Grey adhered to the traditional view of English statesmen."

*Waxweiler, Emile. *Belgium, Neutral and Loyal, the War of 1914*. Putnam, 1915, p. xi, 324. \$1.25. Author is Director of Solvay Institute of Sociology of Brussels. Original appeared in Switzerland in December, 1914. Earnest, dignified plea for exoneration by an advocate; sober and moderate in tone, but vigorously insistent on facts and views.

*Waxweiler, Emile. *Belgium and the Great Powers, her Neutrality Explained and Vindicated*. Putnam, 1916, p. xi, 186. \$1. Published fifteen months after former, "it neither corrects nor modifies it in any respect." Answers various German charges against Belgium. Like predecessor will remain one of most important volumes on Belgian question.

18. FRANCE.

Bracq, Jean Charlemagne. *France under the Third Republic*. Scribner, 1910, p. x, 376. \$1.50. Account of cultural development, including church and education questions. Clear, accurate, fair, sympathetic to the Republic.

*Bracq, Jean Charlemagne. *The Provocation of France, Fifty Years of German Aggression*. Oxford Press, 1916, p. vii, 202. \$1.25. Discriminating survey of Franco-German relations in last half-century with careful references to authorities, by professor in Vassar College.

Dimnet, Ernest. *France Herself Again*. Putnam, 1914, p. xii, 399. \$2.50. Written in English by patriotic Frenchman; nearly completed before outbreak of war. Though France had been decadent under Second Empire and Third Republic, its health and vigor has revived since 1905.

*Guérard, Albert Léon. *French Civilization in the Nineteenth Century, a Historical Introduction*. Century, 1914, p. 312. \$3. Good historical and descriptive account, published before the war.

Kipling, Rudyard. *France at War, On the Frontier of Civilization*. Garden City, N. Y., Doubleday, 1915, p. 130. 50 cents. Interpretation of spirit of France in author's best style.

*Poincaré, Raymond. *How France is Governed*. Translated by Bernard Miall. McBride, 1914, p. 376. \$2.25. Written before author became president of France, for French school use. Adult readers will find this an excellent introduction to theory, form, and working of French government.

**Sabatier, Paul. *A Frenchman's Thoughts on the War*. Translated by Bernard Miall. Scribner, 1916, p. 164. \$1.25. Perhaps best effort to reveal development of French character during the war. Somewhat historical and descriptive, but the human interest is the keynote. Compare Kipling's *France at War* and Chevrillon's *England*.

*Wright, Charles Henry Conrad. *A History of the Third French Republic*. Boston, Houghton, 1916, p. 206. \$1.50. Excellent, concise, impartial narrative. Should be supplemented for descriptive matter by Bracq's *Third Republic*.

19. ITALY.

*Bainville, Jacques. *Italy and the War*. Translated by Bernard Miall. Doran, 1916, p. 267. \$1. The author, a

French correspondent with long service in Italy, reviews growth of Italian national unity, describes movement of Italy from Triple Alliance to Quadruple Entente, and concludes with chapter on effect of the war on Italy's future. Believes Italy's entrance into war was act of public will.

*Dillon, Emile John. *From the Triple to the Quadruple Alliance: Why Italy Went Into the War*. Doran, 1915, p. xii, 242. \$1.50. Good account of traditions and events which influenced Italy's entrance into the war by able English student of foreign affairs, who visited Italy in critical period.

*Jamison, E. M., and others. *Italy, Medieval and Modern, a History*. Oxford Press, 1917, p. viii, 564. \$2.90. Four English historical scholars have furnished a convenient sketch of Italian history from the close of the Roman Empire to 1915. The section on the nineteenth century and the antecedents of the war is noteworthy.

Low, Sidney James Mark. *Italy in the War*. Longmans, 1916, p. xii, 316. \$1.75. Good account of movement of events since August, 1914, in Italy; of how Italy and Austria went to war; and of the conditions under which they contend.

McClure, W. K. *Italy in North Africa, an Account of the Tripoli Enterprise*. Philadelphia, Winston, 1914, p. xi, 328. \$2.50. Good account of Italo-Turkish war by an observer and Italian sympathizer.

Vivian, Herbert. *Italy at War*. Dutton, 1917, p. ix, 370. \$2.50. Character sketches of Italian leaders and of the Italian people rather than discussion of issues. Useful for sympathetic understanding of Italian attitude and activity.

Wallace, William Kay. *Greater Italy, 1858-1916*. Scribner, 1917, p. x, 312. \$2. Account of unification of Italy and of the Triple Alliance, and good, informing discussion of Italy's problems in connection with the war.

20. PORTUGAL.

Young, George. *Portugal, Old and Young*. Oxford Press, 1917. 5s. Though published in *Histories of Belligerents Series*, not so much history as a collection of essays on modern Portugal; best on cultural side. Author belonged to British legation at Lisbon.

21. ALSACE-LORRAINE.

*Hazen, Charles Downer. *Alsace Lorraine Under German Rule*. Holt, 1917, p. 246. \$1.25. Clear, convincing indictment of German control of Alsace-Lorraine, by competent American historical scholar.

Jordan, David Starr. *Alsace-Lorraine, a Study in Conquest*. Indianapolis, Bobbs, 1917. \$1. Written in 1913, after special study in the provinces, and partly published in *Atlantic Monthly*, May, 1914. Alsace is the storm-center, but war is no remedy for its problem. Quotes liberally both French and German views.

Putnam, Ruth. *Alsace and Lorraine from Caesar to Kaiser, 58 B. C.—1871 A. D.* Putnam, 1915, p. viii, 208. \$1.25. Scholarly historical outline, with supplementary chapter on German rule; non-committal.

22. GERMANY: HISTORY.

Germany in the Nineteenth Century. Longmans, 1915, p. xvi, 254. \$2. Two series of lectures delivered at Manchester University in 1911 and early in 1914 by J. H. Rose and other English scholars, descriptive of German history and culture. Authors' views have been somewhat modified by the war, as shown by their later writings.

Henderson, Ernest Flagg. *A Short History of Germany*. Macmillan, 1916, 2 vols. \$3.50. Second edition of work published in 1902, with three chapters added for period 1871-1914. By American scholar of German sympathies; accurate, fair, well written.

*Marriott, John Arthur Ransome, and Robertson, Charles Grant. *The Evolution of Prussia, the Making of an Empire*. Oxford Press, 1915, p. 459. \$1.75. From Great Elector to Bismarck, with bibliography and sketch maps. Of avowed tendency and lively but not unfair criticism. More detailed and readable than Priest.

*Priest, George Madison. *Germany since 1740*. Boston, Ginn, 1915, p. xvi, 199. \$1.25. Good sketch with emphasis on Prussia; tends to neglect internal affairs. Summarizes the views of German history prevalent in generation preceding the war.

*Schevill, Ferdinand. *The Making of Modern Germany, Six Public Lectures Delivered in Chicago in 1915*. Chicago, McClurg, 1916, p. xi, 259. \$1.25. A professor of modern European history in University of Chicago surveys events from Great Elector to the war with studied moderation of tone and reserve of statement. Clear, pleasing style, sometimes ingratiating as in its minimizing militarism.

Smith, Munroe. *Bismarck and German Unity*. Columbia University Press, 1910, p. x, 132. \$1. Second edition of sketch published on occasion of Bismarck's death in 1898. Excellent brief survey of the man and his policies.

Treitschke, Heinrich Gotthard von. *History of Germany in the Nineteenth Century*; translated by Eden and Cedar Paul. McBride, 1915-16, vols. 1 and 2, xix, 708; xiv, 724. Each \$3.25. Less permeated with his notorious views than his "Politics," the "History" has been more widely popular and influential in Germany. In general, good history; important for understanding German history of past century and present German character. Second volume covers to 1820.

Ward, Sir Adolphus William. *Germany, 1815-1890*. Cambridge Historical Series. Putnam, 1916, vol. 1, p. xiv, 592. \$3. A learned accumulation of facts narrated in dry, impartial manner. Most thorough English account. First volume covers to 1852.

23. GERMANY: KAISER AND COURT.

Fox, Edward Lyell. *Wilhelm Hohenzollern & Co*. McBride, 1917, p. xii, 237. \$1.50. Sensational account of the Kaiser and men around him by American journalist who was three times in Germany during the war.

Graves, Armgaard Karl, pseud. *The Secrets of the Hohenzollerns*. McBride, 1915, p. 251. \$1.50. English title: *The Red Secrets of the Hohenzollerns*. Highly sensational; would be interesting if true.

Hammer, Simon Christian. *William the Second*. Boston, Houghton, 1917, p. 272. \$1.50. Attempt at psychological analysis of the Kaiser based on his speeches and on contemporary German writings.

Keen, Edith. *Seven Years at the Prussian Court*. Lane, 1917, p. 315. \$3. Author was in household of sister of Empress. Reminiscences and court gossip; trivial.

Radziwill, Catherine (Rzewuska) Princess. *Germany Under Three Emperors*. Funk, 1917. \$4. Account of German politics and diplomacy centered around Bismarck and William II; by a close observer.

Topham, Anne. *Memories of the Kaiser's Court*. Dodd, 1914, p. vii, 308. \$3. English teacher of Princess Victoria gives intimate view of Kaiser's family and court since 1902.

24. GERMANY: GOVERNMENT AND CONDITIONS.

Barker, J. Ellis. *The Foundations of Germany, a Documentary Account Revealing the Causes of her Strength, Wealth, and Efficiency*. Dutton, 1916, p. ix, 280. \$2.50. Topical account of German conditions and policies told largely by quotations from Frederick the Great and other German rulers and statesmen since Great Elector.

*Barker, J. Ellis. *Modern Germany, her Political and Economic Problems, her Foreign and Domestic Policy, her Ambitions and the Causes of her Success*; fifth revised and enlarged edition brought to Jan. 1915. Dutton, 1915, p. xi, 852. \$3. Author, native of Cologne, name changed from Eltzbacher by act of parliament, more moderate and reasonable English counterpart of H. S. Chamberlain. Originally written in connection with famous colonial election of Reichstag in 1907, and brought to date in successive editions, has been most notable English work on Germany through the decade. Deals with economic, colonial, and naval bases of German imperialism which he regards as directed against Great Britain, United States, or both.

*Beyens, Eugene, Baron. *Germany before the War*; translated by Paul V. Cohn. Nelson, 1916, p. 366. \$1.50. Former Belgian minister at Berlin describes country and government and events preceding war in which he participated. Severe especially towards the Emperor.

Bourdon, Georges. *The German Enigma, being an Inquiry among the Germans as to What They Think, What They Want, What They Can Do*, translated by Beatrice Marshall, with Introduction by Charles Sarolea. Dutton, 1914, p. xiii, 357. \$1.25. Editor of Paris Figaro toured Germany in 1913 to learn attitude toward France. Found militarism inbred but everyone disclaiming desire for war, notably as against France.

Collier, Price. *Germany and the Germans from an American Point of View*. Scribner, 1913, p. xii, 498. \$1.50. Popular account by shrewd observer, not unfriendly in tone. Author published volume with similar title and character on England in 1911.

Dawson, William Harbutt. *The Evolution of Modern Germany*. Scribner, 1908, p. xvi, 503. \$4. Excellent description of character and conditions, with mass of information, but statistics are all of 1906 or earlier. Author has written various other works on Germany, including *Municipal Life and Government in Germany* (Longmans, 1914, \$3.75).

*Dawson, William Harbutt. *What Is Wrong with Germany*. Longmans, 1915, p. xii, 227. \$1. Confessedly out of tune with his other works which he had hoped would promote better feeling between England and Germany. Based on far more thorough knowledge of growth of ideas and opinion in Germany than shown in most war books. Deals with theory of the state, militarism, imperialism, Weltpolitik, relations of north and south Germany, questions of reform, etc.

**Fife, Robert Herndon, Jr. *The German Empire between Two Wars, a Study of the Political and Social Development of the Nation between 1871 and 1914*. Macmillan, 1916, p. xiv, 400. \$1.50. Absolutely impartial, sympathetic account and criticism of foreign and domestic affairs, notably good on Alsace-Lorraine, Polish question, education, the press, municipal affairs, and parties. Based on personal observation and wide study; written, in large part, before the war.

Holmes, Edmond Gore Alexander. *The Nemesis of Docility, a Study of German Character*. Dutton, 1916, p. vii, 264. \$1.75. Style superior to facts and logic.

Howard, Burt Estes. *The German Empire*. Macmillan, 1906, p. viii, 449. \$2. A careful, somewhat legalistic, study of the imperial constitution.

Krüger, Fritz-Konrad. *Government and Politics of the German Empire*. Yonkers, N. Y., World Book Co., 1915, p. xi, 340. \$1.20. Good survey, sympathetic to Germany, written as textbook.

Lichtenberger, Henri. *Germany and its Evolution in Modern Times*, translated from the French by A. M. Ludovici. Holt, 1913, p. 440. \$2.50. By an Alsatian professor at the Sorbonne, published originally in 1907, lacks translator's notes to bring it to date. Emphasizes economic progress and expansion, not militarism as the basic Hohenzollern policy.

McLaren, A. D. *Germanism from Within*. Dutton, 1916, p. x, 363. \$3. Lived in Germany seven years preceding the war as correspondent of an Australian paper, and eight months in a concentration camp. Some of these attempts to analyze German character were written before the war, and all have unusual tone of fairness.

Perris, George Herbert. *Germany and the German Emperor*. Holt, 1913, 4th edition, 1914, p. xii, 520. \$3. Account of modern Germany written to promote better understanding between England and Germany. Chapters on *Weltpolitik* and other topics are valuable for presenting English views of 1912. Later editions show no change except in preface.

Reich, Emil. *Germany's Madness*. Dodd, 1914, p. x, 224. \$1. Author Hungarian resident in England. First published 1907, also issued with title: *Germany's Swelled Head*. New edition somewhat condensed and brought to date.

Schierbrand, Wolf von. *Germany, the Welding of a World Power*. Garden City, Doubleday, 1902, p. vii, 307. \$2.40. Cheap reprint at later date. Superficial account by American journalist for American readers. Largely out of date, but of some interest for views of the time.

Smith, Thomas F. A. *The Soul of Germany, a Twelve Years' Study of the People from Within, 1902-1914*. Doran, 1915, p. xv, 354. \$1.25. Author was Englishman on Erlangen faculty. Facts usually accurate, interpretation made in war time, under personal pique at circumstances of his hasty exit from Germany. Unfortunate tendency to emphasize seamy side. Chapters on Treitschke and Nietzsche.

*Veblen, Thorstein. *Imperial Germany and the Industrial Revolution*. Macmillan, 1915, p. viii, 324. \$1.50. Sociological-historical essay, projected before the war, to study divergent lines of German and English cultural development in modern times, considered due to economic circumstances rather than to national genius or manifest destiny. Thoughtful work in difficult, often ironical, style, by American professor.

Villard, Oswald Garrison. *Germany Embattled, an American Interpretation*. Scribner, 1915, p. 181. \$1. Mainly reprint of articles by American editor familiar with Germany, to explain Germany's case, but shows why American opinion has developed adversely to Germany. Careful, intelligent study.

25. GERMANY: POLITICAL THOUGHT.

Bernhardi, Friedrich Adam Julius von. *Britain as Germany's Vassal*, translated by J. Ellis Barker. Doran, 1914, p. 255. \$1. Written year after *Germany and the Next War* to show that Germany's next step toward world domination should be subjugation of England. Appendix contains selections from *Kriegsbrauch*, the German handbook of law and custom of war.

Bernhardi, Friedrich Adam Julius von. *Germany and England*. Dillingham, 1915, p. 93. \$.50. Partly reply to Cramb's book, partly apologia addressed to American readers. Blames England for the war and naïvely declares notion of German invasion of America "belongs only to sphere of bar-room discussion."

*Bernhardi, Friedrich Adam Julius von. *Germany and the Next War*, translated by Allen H. Powles. Longmans, 1913, p. 288. \$3. First published in Germany in 1911 as author's reaction from Moroccan crisis of that year. Not the technical, but the political and ethical chapters gave this book its fame as the typical expression of German militarism.

Bernhardi, Friedrich Adam Julius von. *How Germany Makes War*. Doran, 1914, p. xv, 263. \$1.25. Abridgment of *On War Today* (Dodd, 1914, 2 vols., \$5) translated and edited by Hugh Rees. Largely technical, but reveals author's belief in Germany as world power with cultural mission.

*Bismarck, Otto, Fürst von. *Bismarck the Man and the Statesman, being the Reflections and Reminiscences Written and Dictated by Himself after his Retirement from Office*, translated from the German under the Supervision of A. J. Butler. Harper, 1899, 2 vols., p. xx, 415; xix, 362. \$7.50. Valuable not as record of events, but as exposition of his policies and acts. Second volume on events, 1862-1890, is of great importance on both domestic and foreign affairs.

*Bülow, Bernhard Heinrich Martin Karl, Fürst von. *Imperial Germany; with a Foreword by J. W. Headlam; translated by Marie A. Lewenz; new and revised edition*. Dodd, 1917, p. xlv, 335. \$2. By former German chancellor. Original German edition published in 1913 in volume to commemorate twenty-fifth anniversary of Kaiser's accession. New German edition published separately in 1916. English edition of original appeared in 1914. Largely rewritten with new parts in brackets, also new chapters on militarism and the Social Democrats, and a new introduction. Early chapters devoted to foreign relations, with some comment on almost every event since 1888. Observations on individual topics are keen; didactic tone, strong nationalist and imperialist patriotism pervade the book. Correlation of ideas and consistency of statement are neglected virtues.

Chamberlain, Houston Stewart. *The Foundations of the Nineteenth Century*, with an Introduction by Lord Redesdale. Lane, 1910, 2 vols., p. cii, 578; vii, 580. \$10. Author born of distinguished English family, married daughter of Richard Wagner, and has long lived in Germany as naturalized citizen. Not history, but a copious conglomerate of facts, an induction into the sacred mystery of Teutonism. Facts not always supported by authorities and logic untrammelled by customary rules. Regards Teutons as great creators and custodians of culture.

Frobenius, Herman Theodor Wilhelm. *The German Empire's Hour of Destiny*, with preface by Sir Valentine Chirol. McBride, 1914, p. 139. \$1. Published early in 1914, predicting the war, based partly on *Lea's Day of the Saxon*. Made prominent by commendation from the Crown Prince.

*Gauss, Christian. *The German Emperor as Shown in his Public Utterances*. Scribner, 1915, p. xvi, 329. \$1.25.

Schierbrand, Wolf von. *The Kaiser's Speeches, forming a Character Portrait of Emperor William II; Translated and Edited with Annotations; based upon a compilation made by A. Oscar Klausmann*. Harper, 1903, p. xxxi, 333. \$2.50. Omits part of Klausmann collection, but adds some other. Speeches are not printed in whole, but under topical

arrangement, material from various speeches is brought together. Covers only first fifteen years of reign.

Treitschke, Heinrich Gotthard von. Germany, France, Russia, and Islam, translated into English, with a Foreword by George Haven Putnam. Putnam, 1915, p. xiv, 336. \$1.50. Eight essays written between 1871 and 1895; of no great interest.

*Treitschke, Heinrich Gotthard von. Politics, translated from the German by Blanche Dugdale and Torben de Bille, with an Introduction by Arthur James Balfour, and a Foreword by A. Lawrence Lowell. Macmillan, 1916, 2 vols., p. xlv, 406; vi, 643. \$7. Lectures, published posthumously in German in 1897-8, grouped under five headings: the nature of the state, the social foundations of the state, varieties of political constitution, the state considered in regard to its influence upon rulers and ruled, and the state considered in relation to international intercourse. The first and last sections contain the more notable pronouncements. He failed to verify his facts, to weigh evidence correctly, and to avoid contradiction, but his brilliance and earnestness carried conviction. There is a convenient volume of Selections, translated by Adam L. Gowans (Philadelphia, Stokes, 1915, \$.75).

26. GERMANY: POLITICAL THOUGHT: CRITICISMS.

Davis, Henry William Charles. The Political Thought of Heinrich von Treitschke. Scribner, 1915, p. viii, 295. \$2. Attempt, by English historical scholar, to trace development of Treitschke's ideas and to analyze them with special reference to his Politics. Rigorous, but not harsh or unfair, criticism.

*Dewey, John. German Philosophy and Politics. Holt, 1915, p. 134. \$1.25. Able, readable survey, by American philosopher, of philosophical origins and background, from Kant, Fichte, and Hegel to the war, of current German political ideas.

Figgis, John Neville. The Will to Freedom, or the Gospel of Nietzsche and the Gospel of Christ. Scribner, 1917, p. xviii, 320. \$1.25. Excellent analysis and criticism of the philosophy of Nietzsche and estimate of its influence on German thought.

*Guilland, Antoine. Modern Germany and her Historians. McBride, 1915, p. 360. \$2.25. Author is professor in Swiss Polytechnic School, Zürich. Critical study of political school of historians in Germany in nineteenth century. Written before the war, with excellent style and wide knowledge.

Salter, William Mackintire. Nietzsche the Thinker, a Study. Holt, 1917, p. x, 539. \$3.50. Thorough philosophical study nearly completed before the war, with which he does not find Nietzsche specially connected.

Santayana, George. Egotism in German Philosophy. Scribner, 1916. \$1.50. Abstract, brilliant, bitter.

Treitschke, his Doctrine of German Destiny and of International Relations. Putnam, 1914, p. xi, 332. \$1.50. Contains study of Treitschke and his works by Adolf Hausrath and selections from his writings. Handy introduction to Treitschke and his ideas.

27. GERMANY: ANTHOLOGIES OF OPINION.

Archer, William. Gems (?) of German Thought. Garden City, Doubleday, 1917, p. ix, 264. \$1.25. Extracts from over eighty sources arranged topically, to show "the dominant characteristics of German mentality."

*Bang, Jacob Peter. Hurrah and Hallelujah, the Teaching of Germany's Poets, Prophets, Professors and Preachers, a

Documentation translated from the Danish by Jessie Brühner, with an introduction by Ralph Connor. Doran, 1917, p. xi, 234. \$1. Author is professor in University of Copenhagen. After introductory survey of growth of the "new-German spirit" before the war, reviews, with abundant quotations, utterances and publications during the war both by chauvinists and moderates. Effective revelation of obsessions of German thought.

Chapman, John Jay Deutschland über Alles, or Germany Speaks, a Collection of Utterances of Representative Germans: Statesmen, Military Leaders, Scholars and Poets, in Defence of the War Policies of the Fatherland. Putnam, 1914, p. 102. \$.75.

Gowans, Adam L. A Month's German Newspapers, being Representative Extracts from those of the Memorable Month of December, 1914. Philadelphia, Stokes, 1915, p. vii, 275. \$1. Extracts from eight leading papers, whose character is described, dealing especially with events on the west front and relations with England.

Smith, Thomas F. A. What Germany Thinks; the War as Germans See It. Doran, 1915, p. 336. \$1.25. German utterances during first year of war, topically arranged. Seems to reveal solidarity of German opinion, though other currents of thought may be overlooked.

28. GERMANY: WELTPOLITIK.

*Hurd, Archibald S., and Castle, Henry. German Sea Power, its Rise, Progress, and Economic Basis. Scribner, 1913, p. xv, 388. \$3.25. Intelligent, though not friendly, English account of German naval policy. Hurd has written much else on naval and diplomatic questions of the war and the years immediately preceding.

Lewin, Percy Evans. The German Road to the East, an Account of the Drang nach Osten and of Teutonic Aims in the Near and Middle East. Doran, 1917, p. 340. \$2.50. Based not on personal observation but on thorough study of the literature of the subject.

Mach, Edmund Robert Otto von. Germany's Point of View. Chicago, McClurg, 1915. \$1.50. Well written attempt to state Germany's case, especially against England, and to give German side of Belgian and other matters. Belongs to Münsterberg school of German propaganda in America.

Mach, Edmund Robert Otto von. What Germany Wants. Boston, Little, 1914. \$1. Clear, moderate explanation of German ideals, problems, and policies to persuade Americans that Germany should not be judged by Bernhardi.

*Prothero, George Walter. German Policy Before the War. Dutton, 1916, p. viii, 111. \$1. Outlines with clearness and vigor but not entirely dispassionately, development of German thought and policy leading to the war. By well known English historian.

*Rohrbach, Paul. Germany's Isolation, an Exposition of the Economic Causes of the War; translated by Paul H. Phillipson. Chicago, McClurg, 1915, p. xvii, 186. \$1. Translation of Der Krieg und die Deutsche Politik (1914). Six chapters written before the war deal with Anglo-German rivalry. Final chapter on outbreak of war exonerates Germany. Chapter on Salient Ideas of German Foreign Policy is remarkable, if printed as written before the war.

*Rohrbach, Paul. German World Policies, translated by E. von Mach. Macmillan, 1915, p. xi, 243. \$1.25. Translation of Der Deutsche Gedanke in der Welt (1912), which translator says has "inspired more Germans than any other book published since 1871, for everybody felt that it presented a generally true picture of the Fatherland and indicated the paths which the Germans had resolved to follow."

Typical of German idealism and much more moderate than Bernhardt.

Usher, Roland Greene. *Pan-Germanism from its Inception to the Outbreak of the War, a Critical Study*. Boston, Houghton, 1914, p. vii, 422. \$1.75. Widely read during first year of the war as clear, breezy presentation of Pan-German movement, its ideas and their application to events of two decades preceding the war. Though not to be relied on for accuracy, events have given warrant to many of his conclusions.

29. GERMANY: WAR-TIME DISCUSSIONS OF POLICY.

Fernau, Hermann. *Coming Democracy*. Dutton, 1917, p. viii, 321. \$2. Translation of "Durch! Zur Demokratie," published before Russian revolution. By a German democrat and pacifist who vigorously denounces the German government and proclaims necessity of military defeat of Germany for its own sake, as only means of replacing monarchy by democracy.

"I Accuse! (J'Accuse) by a German; with Preface by Dr. Anton Suter, translated by Alexander Gray. Doran, 1915, p. viii, 445. \$1.50. German refugee, pacifist, perhaps Social Democrat, asserts his German loyalty but with intelligence and courage denounces Prussian militarists as responsible for the war. To be read to offset accepted German views of Bülow, Bernhardt, and Rohrbach. Has since published first of three volumes entitled *The Crime* (1917) to complete his proofs of Prussian militarist responsibility.

*Naumann, Friedrich. *Central Europe; a translation by Christabel M. Meredith from the Original German*. Knopf, 1917, p. vii, 351. \$3. Painstaking argument for closer union of Germany and Austria and ultimately for a still greater central European combination. Economic considerations are given full weight. Perhaps the most notable German book on national and international policy produced during the war. The author is a member of the Reichstag, of socialist antecedents.

*Modern Germany in Relation to the Great War, by Various German Writers; translated by W. W. Whitelock. Kennerley, 1916, p. 628. \$2. Translation of *Deutschland und der Weltkrieg*, edited by Professors Heintze, Meinecke, Oncken, and Schuhmacher, in which twenty German scholars co-operate to state Germany's case. Note especially Erich Marck's essay on historic relations between Germany and England.

30. GERMANY: ARMY, NAVY, SECRET SERVICE.

Edelsheim, Franz, Freiherr von. *Operations upon the Sea, a Study translated from the German*. Outdoor Press, 1914. \$75. Technical study, interesting for illustrative studies of German invasions of England and United States.

The German Spy-System from within, by an Ex-Intelligence Officer. Doran, 1915, second edition, p. viii, 195. \$1. Shallow performance, possibly by British secret service man to explain the menace to English readers.

Goltz, Colmar, Freiherr von der. *A Nation in Arms*, translated by Philip A. Ashworth, edited by A. Hilliard Atteridge. Doran, 1915, p. viii, 288. \$1. Exposition of German military system by veteran German officer, formerly military governor of Belgium. Condensed from first English translation of 1906.

Goltz, Horst von der. *My Adventures as a German Secret Agent*. McBride, 1917, p. xii, 287. \$1.50. Purports to be account of German secret service and of personal experiences by one whose activities in United States and Mexico

attracted attention prior to his arrest by English. Asserts wide ramification of German system in United States.

Graves, Armgaard Karl, pseud., and Fox, Edward Lyell. *The Secrets of the German War Office*. McBride, 1914, p. 240. \$1.50. Sensational narrative of doubtful authenticity by purported German secret agent.

Henderson, Ernest Flagg. *Germany's Fighting Machine, her Army, her Navy, her Air-ships, and Why She Arrayed Them Against the Allied Powers of Europe*. Indianapolis, Bobbs, 1914, p. 97. \$1.25. Brief popular account by German sympathizer, with wealth of excellent illustrations.

*The War Book of the German General Staff, being "The Usages of War on Land," issued by the Great General Staff of the German Army; translated by J. H. Morgan. McBride, 1915, p. xv, 199. \$1. Professor Morgan has made careful literal translation and added a full critical introduction to the *Kriegsbrauch im Landkriege*.

31. GERMANY: DESCRIPTIONS IN WAR-TIME.

Ackerman, Carl William. *Germany, the Next Republic?* Doran, 1917, p. xiv, 292. \$1.50. Author was American correspondent in Germany from March, 1915, to the rupture of relations. Describes rivalry of Bethmann-Hollweg and Tirpitz factions and movement of public opinion in Germany. Approves American delay in entering the war.

Beaufort, J. M. de. *Behind the German Veil; a Record of a Journalistic War Pilgrimage*. Dodd, 1917, p. xix, 403. \$2. Author a native of Holland, trained as correspondent in America, went to Germany in 1914. Wide observations, including eastern front and the fleet. Sympathies pro-Ally.

Bullitt, Mrs. Ernesta Drinker. *An Uncensored Diary; from the Central Empires*. Garden City, Doubleday, 1917, p. v, 205. \$1.25. Diary of wife of correspondent in Germany in summer of 1916. Includes visits to Belgium and Austria-Hungary. Many interesting observations, especially concerning women and children.

Curtin, D. Thomas. *The Land of Deepening Shadow, Germany-at-War*. Doran, 1917, p. 337. \$1.50. Description of German methods and of conditions in Germany late in 1915 by American correspondent.

*Gerard, James Watson. *My Four Years in Germany*. Doran, 1917, p. xvi, 448. \$2. The former American ambassador to Germany gives some important information, and records many interesting and enlightening observations. Honest, straightforward account, intended to arouse popular interest and give general public convincing proofs of American case against Germany.

McClellan, George Brinton. *The Heel of War*. Dillingham, 1916, p. xi, 177. \$1. Record of visits to Germany, Belgium, France, and Italy during the war, by former mayor of New York, now professor at Princeton. Professedly unbiased, actually transparently German.

Swope, Herbert Bayard. *Inside the German Empire in the Third Year of the War*. Century, 1917, p. xxi, 366. \$2. By American correspondent of New York World. Tone, impartial; observations, hasty and inadequate; judgments, hasty and now somewhat superannuated; style, readable.

32. AUSTRIA-HUNGARY.

*Andrassy, Graf Julius. *Whose Sin Is the World War?* Translated by E. J. Euphrat. New Era Publishing House, 1915, p. 154. 50 cents. Author is son of famous state chancellor, and has himself been an Hungarian minister. Able, tactful presentation of Austria's case against Serbia and Russia; places blame squarely on Russia.

Austria-Hungary and the War. Fatherland Corporation, 1915, p. 64. Nine articles by prominent Austrians on causes of the war and Austrian interests. Official Austrian propaganda.

Capek, Thomas, editor. *Bohemia under Hapsburg Misrule, a Study of the Ideals and Aspirations of the Bohemian and Slovak Peoples as they Relate to and Are Affected by the Great European War.* Revell, 1915, p. 187. \$1. Articles by leading authorities on Bohemian affairs setting forth anti-Hapsburg feeling and opposition to Germanization. Not to be relied on as accurate or authoritative.

Knatchbull-Hugesson, Cecil Marcus. *The Political Evolution of the Hungarian Nation.* London, National Review, 1908, 2 vols. Deals primarily with the Magyar element and presents its views.

Ludwig, Ernest. *Austria-Hungary and the War*, with a preface by Dr. K. T. Dumba. Ogilvie, 1915, p. 200. \$1. The Austrian case told by the former consul at Cleveland. Attention centered on the Serbian question, with best account of Sarajevo trial. Chapter on Ruthenian problem, also one on relations with United States.

*Pollak, Gustav. *The House of Hohenzollern and the Hapsburg Monarchy.* Evening Post Co., 1917, p. 107. 50 cents. Reprint of seven timely articles on German and Austrian questions from New York Evening Post by a native of Vienna.

Schierbrand, Wolf von. *Austria-Hungary, the Polyglot Empire.* Philadelphia, Stokes, 1917, p. vii, 372. \$3. Journalist who had spent years in Germany and Austria describes conditions, problems, and war-time situation.

*Steed, Henry Wickham. *The Hapsburg Monarchy.* Scribner, 1913, p. xxxii, 304. \$2.50. Author writes with knowledge and insight due to a decade's residence in the Dual Monarchy as London Times correspondent. Pleasing style, but too much knowledge is presumed for easy reading. Describes organization and administration of the monarchy and such conditions and problems as foreign policy, Bosnia, Yugoslavs, and Jews.

Whitman, Sidney. *Austria (Story of the Nations Series).* Putnam, 1898. \$1.50. Brief outline account to 1898. The same series contains a volume on Hungary by Vámbéry (1886).

33. AUSTRIA-HUNGARY: SLAVIC PEOPLES.

Bailey, William Frederick. *The Slavs of the War Zone.* Dutton, 1916, p. xii, 266. \$3.50. Descriptions of Austrian Slavs, both northern and southern, impassioned but informing.

Seton-Watson, Robert William. *Racial Problems in Hungary*, by Scotus Viator (pseud). London, Constable, 1908, p. xxvii, 540. *The Southern Slav Question and the Hapsburg Monarchy.* London, Constable, 1911, p. xii, 463. 12s. 6d. *Corruption and Reform in Hungary, a Study of Electoral Practice.* London, Constable, 1911, p. xvi, 197. 4s. 6d. *German, Slav, and Magyar, a Study in the Origins of the Great War.* London, Williams & Norgate, 1916, p. 198. 2s. 6d. Four works on various phases of the Southern Slav question in Hungary, by a specialist on the subject, an advocate of Yugoslavic nationality.

34. BALKAN PENINSULA: HISTORY, CONDITIONS, PROBLEMS.

Abbott, George Frederick. *Turkey, Greece, and the Great Powers; a Study in Friendship and Hate.* McBride, 1917, p. vii, 384. \$3. Part I deals with Turkey and the Great Powers; Part II treats Greece similarly. Both historical

antecedents and relations during the war are discussed. Author was formerly a war correspondent. Historical sections are inadequate; judgments of contemporary events to be taken with caution. Criticises treatment of Greece by the Allies.

Brown, Demetra (Vaka) (Mrs. Kenneth Brown). *The Heart of the Balkans.* Boston, Houghton, 1917, p. 248. \$1.50. A series of sketches of travel through the Balkans in 1913 or thereabouts.

*Buxton, Noel Edward, and Buxton, Charles Roden. *The War and the Balkans.* London, Allen & Unwin, 1915, p. 112. 2s. 6d. Unusually successful effort to set forth concisely and impartially the views and feelings of the several Balkan peoples.

*Courtney, Leonard Henry Courtney, 1st Baron, editor. *Nationalism and War in the Near-East, by a Diplomatist.* Oxford Press, 1916, p. xxvi, 428. \$4.15. Marked by democratic and pacifist bias, but, perhaps, ablest discussion of Balkan problems, especially of years immediately preceding the war. Not so much narrative or descriptive as analytical and philosophical.

*Forbes, Nevill; Toynbee, Arnold Joseph; Mitrany, D.; and Hogarth, David George. *The Balkans, a History of Bulgaria, Serbia, Greece, Rumania, Turkey.* Oxford Press, p. 407. \$1.75. Bulgaria and Serbia by Forbes, Greece by Toynbee, Romania by Mitrany, Turkey by Hogarth; the last being especially good. Diverse in method and value, and with no unity except the binding; general treatment of Balkan problem is unfortunately lacking. Better for general reader than Miller for accounts of separate states; Miller's account more unified and general.

Holland, Thomas Erskine. *The European Concert in the Eastern Question, a Collection of Treaties and other Public Acts, with introductions and Notes.* Oxford Press, 1885, p. xii, 366. \$3.25. Contains principal documents from 1830 to 1883.

*Marriott, John Arthur Ransome. *The Eastern question, an Historical Study in European Diplomacy.* Oxford Press, 1917, p. viii, 456. \$5.50. An historical account of the Ottoman empire is the central topic for a treatment of the Balkan problems and the international interests involved. The present war and its immediate antecedents receive ample attention. There is a chapter on the geography of the Balkans. The only good systematic work in English by well-known English historical scholar.

*Miller, William. *The Ottoman Empire, 1801-1913.* Putnam, 1913, p. xvi, 547. \$2.50. History since 1801 of all lands then part of Ottoman Empire, hence really an account of the rise of the Balkan nationalities, and of the international relations involved. Mass of facts, which covers to close of first Balkan war, makes the book informing but the style and method are scarcely enlightening.

The Near East from Within. Funk, 1915, p. viii, 256. \$3. Author claims to have been highly placed diplomat in the confidence of the Kaiser. Purports to unburden his mind of intrigues of secret diplomacy in the Balkans; interesting, but authenticity needs to be vouched.

*Newbigin, Marion Isabel. *Geographical Aspects of Balkan Problems in their Relation to the Great European War.* Putnam, 1915, p. ix, 243. \$1.75. Covers whole peninsula and Danube valley; important on trade routes, river systems, agricultural conditions and other features connected with racial questions and political ambitions. Written with full recognition of the two Balkan wars and of importance of Balkan problems in present war.

Seton-Watson, Robert William. *The Balkans, Italy, and the Adriatic*. London, Nisbet, 1915, p. 79. 1s. Brief study of Adriatic question and of Italy's interests in the Balkans.

*Seton-Watson, Robert William. *The Rise of Nationality in the Balkans*. London, Constable, 1917. 10s. 6d. Thorough account by a leading authority.

Singleton, Esther. *Turkey and the Balkan States as Described by Great Writers*. Dodd, 1908, p. xii, 336. \$1.60. Well selected compilation illustrating manners, customs, and conditions.

Villari, Luigi, editor. *The Balkan Question, the Present Condition of the Balkans and of European Responsibilities*, by Various Writers, with Introduction by James Bryce. Dutton, 1905, p. 362. \$3. Distinguished writers of various nationalities discuss various aspects of problems and argue for extension of international European control for immediate relief of conditions.

Woods, Henry Charles. *The Danger Zone of Europe, Changes and Problems in the Near East*. Boston, Little, 1911, p. 328. \$3.50. Based on travel and research; discusses several phases of Balkan affairs.

Woolf, Leonard Sidney. *The Future of Constantinople*. Macmillan, 1917, p. 109. \$1. Suggests control by international commission similar to Danube Commission of which some account is given.

35. BALKAN WARS, 1912-13.

International Commission to Inquire into the Causes and Conduct of the Balkan Wars. Report. Washington, Carnegie Endowment for International Peace, 1914, p. 413. Report of an attempt to make thorough impartial study of Balkan situation. Places blame on all Balkan peoples, but finds Greeks rather more guilty of atrocities than Bulgarians.

Rankin, Reginald. *The Inner History of the Balkan War*. Dutton, 1914, p. x, 569. \$5. After historical surveys of the several countries of the Balkans, recounts causes and progress of the war with personal journalistic experiences. Lengthy and pretentious.

*Schurman, Jacob Gould. *The Balkan Wars, 1912-13*. Princeton, University Press, 1914, p. xv, 140. \$1. Author was American minister to Greece at the time. Clear concise review of causes, events and results.

Sloane, William Milligan. *The Balkans, a Laboratory of History*. Methodist Book Concern, 1914, p. viii, 322. \$1.50. Comprehensive but not always accurate account of the Balkan wars and their antecedents.

Trapmann, A. H. *The Greeks Triumphant*. London, Forster, Groom & Co., 1915, p. xi, 294. 7s. 6d. Accounts of the two Balkan wars by correspondent of London Daily Telegraph.

36. SERBIA, MONTENEGRO, SOUTHERN SLAVS.

*Jones, Fortier. *With Serbia into Exile, an American's Adventures with the Army that Can Not Die*. Century, 1916, p. 447. \$1.60. London Times calls it best personal narrative of Serbian retreat. Author was student in Columbia School of Journalism who engaged in Serbian relief work.

Petrovic, Vojislav M. *Serbia, her People, History, and Aspirations*. Philadelphia, Stokes, 1915, p. 280. \$1.50. Convenient, though not scrupulously accurate, outline of Serbian history to 1914, with clear statement of national aims; by Serbian diplomatist.

Reiss, Rodolphe Archibald. *Report upon the Atrocities Committed by the Austro-Hungarian Army during the First*

Invasion of Serbia; English translation by F. S. Copeland. London, Simpkin, 1916, p. 192. 5s. Report to Serbian government by Dr. Reiss of University of Lausanne on materials gathered in autumn of 1914.

Stead, Alfred, editor. *Servia and the Servians*. London, Heinemann, 1909, p. 390. 12s. 6d. Useful compilation, including economic data.

Taylor, A. H. E. *The Future of the Southern Slavs*. Dodd, 1917. \$3. Deals with Serbia and the Yugoslav question; chapter on the Adriatic question takes sides with Slavs against Italy.

*Temperley, Harold William Vazille. *History of Serbia*. Macmillan, 1917, p. x, 354. \$4. Good account by competent English historian. Unfortunately closes with 1910.

Trevor, Roy. *Montenegro, a Land of Warriors*. Macmillan, 1914, p. vii, 87. \$5.50. Avoids politics; describes people and conditions.

Tucic, Srgjan Pl. *The Slav Nations*; translated by Fanny S. Copeland. Doran, 1915, p. viii, 192. \$5.00. Serbian writes chapter on each Slav nation, descriptive of peoples. Hasty, enthusiastic sketches.

Velimirovic, Nicolai. *Serbia in Light and Darkness*, with a Preface by the Archbishop of Canterbury. Longmans, 1916, p. xii, 147. \$1.20. Based on addresses of a Serbian priest to English audiences, voicing national spirit and portraying national life; not a book of facts.

37. ALBANIA.

Durham, Mary Edith. *The Struggle for Scutari, Turk, Slav, and Albanian*. Longmans, 1914, p. 332. \$4. Also includes discussion of international affairs in Balkans and gives special attention to Albanians.

Peacock, Wadham. *Albania, the Foundling State of Europe*. Appleton, 1914, p. 256. \$2.50. Author spent some time at Scutari in English consular service and admires Albanians. Historical and descriptive account with some discussion of problems.

38. GREECE.

Cassavetti, Demetrius John. *Hellas and the Balkan Wars*; with an Introduction by W. Pember Reeves. Dodd, 1914, p. xv, 368. \$3. Record of Greek history and aims for last half century with special reference to causes and Greek participation in Balkan wars of 1912-13. Carefully done with citation of authorities. Patriotic and anti-Bulgarian.

Garnett, Lucy Mary Jane. *Greece of the Hellenes*. Scribner, 1914, p. vii, 246. \$1.50. Good descriptive work on contemporary life and conditions.

Kerofilas, Dr. C. Eleftherios Venizelos, his Life and Work, with an Introduction by M. Take Jonesco; translated by Beatrice Barstow. Dutton, 1915, p. xvii, 198. \$1.25. Laudatory, popular account of career to early months of the war. Introduction by former Romanian premier is best part of book.

Price, W. H. Crawford. *Venizelos and the War*. London, Simpkin, 1917. 2s. Athens correspondent of London Daily Mail describes recent relations of Greece with the Allies and with other Balkan states.

Venizelos, Eleutherios. *Greece in her True Light, her Position in the World-wide War as Expounded by El. K. Venizelos, her Greatest Statesman, in a Series of Official Documents*, translated by S. A. Xanthaky, and N. G. Sakellarios. Sakellarios and Xanthaky, 1916, p. 288. \$2. Supplemented with an account of career of Venizelos.

39. OTTOMAN EMPIRE: THE TURKS.

Baker, B. Granville. *The Passing of the Turkish Empire in Europe*. Philadelphia, Lippincott, 1913, p. 335. \$3.50. Author was in Constantinople during the first Balkan war, but says little of it; mainly descriptive material which throws some incidental light on political problems.

Cobb, Stanwood. *The Real Turk*. Boston, Pilgrim Press, 1914, p. xv, 301. \$1.50. Author lived three years in Turkey under Young Turk rule and frankly endeavors to present the good side of Turkish people.

Eliot, Sir Charles Norton Edgcombe (Odysseus, pseud.). *Turkey in Europe*. Longmans, second edition, 1908, p. vii, 459. \$2.50. Based on residence and travel especially from 1893 to 1898, with additional chapters to 1907. Deals with Balkan peoples in general, but with special reference to Turks. Good historical and descriptive account. Furnishes background for understanding events of last decade. First edition, pseudonymous, 1900.

Emin, Ahmed. *The Development of Modern Turkey as Measured by its Press*. Longmans, 1914, p. 142. \$1.50. A Columbia University doctoral thesis on influence of the press on reform movements in Turkey.

Eversley, George John Shaw-Lefevre, 1st Baron. *The Turkish Empire, its Growth and Decay*. Dodd, 1917, p. 392. \$3. Earlier parts derived from familiar authorities, but later sections record personal observations and use other first-hand material. Good, popular account.

Jabotinsky, Vladimir. *Turkey and the War*. London, Unwin, 1917. 6s. Discussion of the partition of Turkey, by a Russian journalist.

Pears, Sir Edwin. *Forty Years in Constantinople*. Appleton, 1915, p. xiii, 390. \$5. Reminiscences of Englishman long resident at Constantinople with special reference to English diplomats; chapter on American Ambassador Morgenthau and his services after outbreak of war.

*Pears, Sir Edwin. *Turkey and its People*. London, Methuen, 1911; second edition, 1912, p. vi, 409. 12s. 6d. Excellent historical and descriptive volume based on long residence and extensive travel in Turkey.

Pears, Sir Edwin. *Life of Abdul Hamid*. Holt, 1917, p. x, 365. \$2. Account of villainous acts and influences of the former Sultan, by an authority of special competence on Ottoman affairs.

Sykes, Sir Mark, Bart. *The Caliph's Last Heritage, a Short History of the Turkish Empire*. Macmillan, 1916, p. ix, 638. \$6.25. Half of volume is a not very critical or thorough historical account, but remainder of volume records author's travels in Asiatic Turkey.

Whitman, Sidney. *Turkish Memories*. Scribner, 1914, p. xi, 305. \$2.25. Based on visits to European and Asiatic Turkey between 1896 and 1908. Favorable portrayal of the Turk.

40. BULGARIA.

Fox, Frank. *Bulgaria*. London, Black, 1915, p. 216. 10s. Historical and descriptive account by war correspondent.

Historicus, pseud. *Bulgaria and her Neighbors*. 1917. By Bulgarian diplomat, presenting Bulgarian side of case; moderate and candid.

Monroe, Will Seymour. *Bulgaria and her People, with an account of the Balkan wars, Macedonia, and the Macedonian Bulgars*. Boston, Page, 1914, p. xxi, 410. \$3. Author was in Bulgaria during second Balkan war, but draws largely from official reports and reference books. Considerable account of the two Balkan wars from Bulgarian point of view.

41. ROMANIA.

Seton-Watson, Robert William. *Roumania and the Great War*. London, Constable, 1915, p. 102. 2s. Sketch of people, history, and policy, with special reference to Romanian element in Transylvania and to reasons why Romania had not entered the war.

42. POLAND.

Gibbons, Herbert Adams. *The Reconstruction of Poland and the Near East, Problems of Peace*. Century, 1917. \$1. Written before Russian revolution. Reprinted from *Century Magazine*. His formula of settlement is government by consent of the governed. The local will and not the imperial interest of the great powers must be assured to safeguard small nations and prevent future war. Clear statement of various problems with sufficient historical background.

Lewinski-Corwin, Edward Henry. *Political History of Poland*. Polish Book Importing Co., 1917, p. xv, 628. \$3. Good survey of Polish history, well illustrated; most useful for period since partition, including chapter on present war. Some discussion of Poland's future.

*Orvis, Julia Swift. *Brief History of Poland*. Boston, Houghton, 1916, p. xix, 359. \$1.50. Good, readable account of Polish history down to the present time; useful for the historical background of the existing Polish problem.

Phillips, Walter Alison. *Poland*. Holt, 1916, p. vi, 256. 50 cents. Good brief sketch of Polish history and problem by English believer in integrally restored Poland.

Poland's Case for Independence, being a Series of Essays Illustrating the Continuance of Her National Life. Dodd, 1916, p. 352. \$3. Six papers collected by Polish Information Committee on Polish history, culture, and problems in strong nationalist strain.

43. RUSSIA: HISTORY.

Kornilov, Alexander. *Modern Russian History, being an Authoritative and Detailed History of Russia from the Age of Catherine the Great to the Present*; translated by A. S. Kaun. Knopf, 1917, 2 vols., p. 310, 370. \$5. Concerned primarily with internal affairs, social and cultural development prior to 1890. The translator adds supplementary chapters to cover from that date to the third year of the war. Only available account in English carrying Russian history from the beginning of the nineteenth century into the present war, which may be regarded as acceptable. By Petrograd professor. Poor translation.

McCabe, Joseph. *The Romance of the Romanoffs*. Dodd, 1917, p. xiv, 390. \$2. The seamy side of Russian autocracy to the fall of Nicholas II, written in lively style.

*Mavor, James. *An Economic History of Russia*. Dutton, 1914, 2 vols., p. xxxii, 614; xxii, 630. \$10. Professor in University of Toronto has written fullest and best account in English. Second volume deals with revolutionary movements and forces contributing thereto during nineteenth century and down to 1907.

Novikova, Olga Aleksievna. *Russian Memories, with an Introduction by Stephen Graham*. Dutton, 1916, p. 310. \$3.50. Covers period from 1876 to 1916. The author played a prominent international part in 1876-8, and was a supporter of the old regime in Russia. Though including materials on recent years, the main interest attaches to the earlier time.

Reeves, Francis Brewster. *Russia Then and Now, 1892-1917*. Putnam, 1917, p. xiii, 186. \$1.50. Author's personal contribution is confined to service in 1892 on committee for

relief of famine sufferers. Material on Russia during the war is mostly in appendix.

*Skrine, Francis Henry. *The Expansion of Russia, 1815-1900*. Putnam, 1903, p. vii, 386. \$1.50. Clear, well-balanced narrative by retired Anglo-Indian civil servant; peculiarly sympathetic for date of its writing.

Vassili, Count Paul, pseud. *Behind the Veil at the Russian Court*. Lane, 1914, p. 408. \$4.50. Covers events from Crimean war into reign of Nicholas II, by a member of Russian diplomatic service. Much gossip, but rather more historical value than usual in such books.

Wesselitsky, Gabriel de. *Russia and Democracy, the German Canker in Russia, with a Preface by Henry Cust*. Duffield, 1916, p. viii, 96. \$.75. By London correspondent of *Novoe Vremya*. Survey of Russian history, but with purpose of proving Russians essentially democratic and that autocracy is due to Germans who have controlled the government.

44. RUSSIA: ANTE-BELLUM DESCRIPTIONS.

*Alexinsky, Gregor. *Modern Russia*; translated by Bernard Miall. Scribner, 1914, p. 361. \$3.75. Not a revelation of spirit and soul of Russia but mass of information on economic and social conditions and problems since emancipation of serfs, the organization of government, revolution of 1905-6, questions of nationality, religion, and literature. Lacks accurate historical scholarship and readable style. Author former member of Duma, with liberal, perhaps socialistic, tendencies.

Alexinsky, Gregor. *Russia and Europe*; translated from the manuscript by Bernard Miall. Scribner, 1917, p. 352. \$.3. Complementary to his *Modern Russia*. Deals with material bonds between Russia and Europe, Russia's part in European wars before 1914, Europeanization of the state and other topics. Written on eve of March Revolution which it forecasts. Wealth of facts; poor style.

*Alexinsky, Gregor. *Russia and the Great War*. Scribner, 1915, p. 357. \$.3. Survey of domestic and foreign affairs from war with Japan to early months of present war. Important for conditions at opening of war and attitude toward the war. Still useful if read with caution.

*Baring, Maurice. *The Russian People*. Doran, 1911, p. 358, \$3.50. One of the best accounts for insight into conditions and thoughts of the people shortly before the war. A portion condensed and rewritten as *The Mainsprings of Russia* (Nelson, 1915, \$1).

Bechhofer, C. E. *Russia at the Cross-roads, with an Introduction by A. H. Murray*. Dutton, 1916, p. viii, 201. \$.2. By Anglicized Russian, with no thoroughness of knowledge or depth of insight.

Bubnoff, J. V. *The Co-operative Movement in Russia, its History, Significance and Character*. Fainberg, 1917, p. 162. \$1.25. Good account of movement which has developed rapidly during past dozen years.

*Duff, James Duff, editor. *Russian Realities and Problems*. Putnam, 1917, p. vi, 229. \$.2. Collection of six lectures by Milyukov, Struve, Dmowski, Lappo-Danilevsky, and Harold Williams. Informing and enlightening, though written before overthrow of the Tsar.

Gorky, Maxim, pseud. (Alexei Maximovitch Pyeshkoff); Andreieff, Leonid Nikolaevich; and Sologub, Feodor, pseud. (Feodor Kuzmich Teternikov), editors. *The Shield*, with a foreword by William English Walling; translated from the Russian by A. Yarmolinsky. Knopf, 1917, p. xviii, 209. \$1.25. Collection of articles from various authors on Jewish problems in Russia. Original published by a non-Jewish Russian society for the study of Jewish life.

Graham, Stephen. *A Vagabond in the Caucasus, with Some Notes of his Experiences among the Russians*. Lane, 1911, p. vii, 311. \$1.50. *Undiscovered Russia*. Lane, 1911, p. xvi, 337. \$.4. *Changing Russia*. Lane, 1913, p. ix, 309. \$2.50. *A Tramp's Sketches*. Macmillan, 1912, p. xiii, 339. \$1.60. Four volumes of which second and third are the most important, based on walking tours in Russia, written with insight, charm, and force. Much valuable description of conditions and ideas, but not well arranged for the student.

Jarintzoff, N. *Russia, the Country of Extremes*. Holt, 1914, p. 372. \$.4. Published on eve of the war by Russian woman resident in England. Interestingly written jumble of facts, many of them not usually found in books on Russia.

Raisin, Jacob Salmon. *The Haskalah Movement in Russia*. Jewish Pub. Co., 1914, p. 355. \$1.50. Excellent account of intellectual awakening of Jews in Russia in last half-century.

Sarolea, Charles. *Great Russia, her Achievement and Promise*. Knopf, 1916, p. ix, 252. \$1.25. English title: *Europe's Debt to Russia*. Author's chief competence for the work is literary. First section, on geographical foundations of Russian politics is distinctly useful; second part devoted to main theme reveals Russia as liberator of oppressed nationalities; third part, to literature; fourth part, to typical Russian problems such as, Poland, Jews, and revolutionary movements.

Vinogradoff, Sir Paul Gavrilovich. *The Russian Problem*. Knopf, 1915, p. viii, 44. \$.75. Two articles, *Russia after the War*, and *Russia, the Psychology of a Nation*. Sanguine views by eminent Russian historian and jurist, now professor at Oxford. *Self-Government in Russia*. Dutton, 1916, p. 118. \$1.25. Series of lectures giving optimistic view of development of self-governing institutions and capacity prior to 1916.

Walling, William English. *Russia's Message; the People against the Czar*. Knopf, 1917, p. 245. \$1.50. First edition, 1908. This reprint omits some material and has an introduction which partly brings it up to date. By an American socialist who spent two years in Russia before writing the original text. Particularly interesting on economic matters.

*Wiener, Leo. *An Interpretation of the Russian People*. McBride, 1915, p. 248. \$1.25. Author is native Russian, now professor of Slavic at Harvard. Utilizes his scholarly knowledge of Russia's past to judge Russia of the present. One of most illuminating books on Russia.

*Williams, Harold Whitmore. *Russia of the Russians*. Scribner, 1914, p. ix, 430. \$1.50. Not historical, but descriptive on wide range of topics, best on culture, social conditions, and political thought. By able correspondent long resident in Russia. Best introductory account available.

Winter, Nevin Otto. *The Russian Empire of Today and Yesterday, the Country and its Peoples, together with a Brief Review of its History, Past and Present, and a Survey of its Social, Political and Economic Conditions*. Boston, Page, 1913, p. xvi, 487. \$.3. Lacks insight of Baring or Williams, though giving wider range of facts.

45. RUSSIA: CONDITIONS IN WAR-TIME.

*Child, Richard Washburn. *Potential Russia*. Dutton, 1916, p. 221. \$1.50. American writer visited Russia during the war, describes conditions observed and discusses questions of Russia's part in the war. Partly reprinted magazine articles. Dispassionate and illuminating.

Fraser, John Foster. *Russia of Today*. Funk, 1916, p. viii, 296. \$1.50. By English journalist, on conditions in war time. Ephemeral.

Graham, Stephen. *Russia and the World, a Study of the War, and a Statement of the World-Problem that Now Confronts Russia and Great Britain*. Macmillan, 1915, p. xi, 305. \$2. Attempt to interpret Russia and its conditions immediately following outbreak of war, to English people, as favorably as possible. Antiquated. *Russia in 1916*. Macmillan, 1917, p. 191. \$1.25. Similar record of Russian tour made after two years of war.

Ruhl, Arthur Brown. *White Nights and Other Russian Impressions*. Scribner, 1917, p. viii, 248. A correspondent's sketches of scenes and conditions in war-time Russia. Also description of Swedish and Norwegian attitudes toward the war.

Russian Court Memoirs, 1914-1916, with Some Account of Court, Social, and Political Life in Petrograd before and since the War, by a Russian. Dutton, 1917, p. 315. \$5. Anonymous; aristocratic in sympathies; archaic since the Revolution; light weight.

Simpson, James Young. *The Self-discovery of Russia*. Doran, 1916, p. 227. \$2. Seven articles by Edinburgh professor on conditions and problems of Russia in war time. Sympathetic; point of view, summer of 1915.

Wright, Richardson Little. *The Russians, an Interpretation*. Philadelphia, Stokes, 1917, p. xii, 288. \$1.50. Written before the March revolution by a correspondent of the *New York World* to interpret the Russians, their tendencies and ideals to Americans. The Revolution makes much of it a misinterpretation.

46. RUSSIA: REVOLUTION OF 1917.

Levine, Isaac Don. *The Russian Revolution*. Harper, 1917, p. 279. \$1. By foreign news editor of *New York Tribune*. Describes forces and conditions underlying the revolutionary movement, the internal history of Russia during the war, and the events of March, 1917.

Marcosson, Isaac Frederick. *The Rebirth of Russia*. Lane, 1917, p. xvi, 208. \$1.25. By American journalist who visited Russia immediately after the March Revolution, of which the larger part of the book is an account. Some account of leading personages.

Souiny-Seydlitz, Leonie Ida Philipovna, Baroness. *Russia of Yesterday and Tomorrow*. Century, 1917, p. 382. \$2. By wife of Russian baron. Two chapters refer to the Revolution of March, 1917. Readable, trivial, lacks discriminating judgment.

47. AFRICA.

*Gibbons, Herbert Adams. *The New Map of Africa, 1900-1916, a History of European Colonial Expansion and Colonial Diplomacy*. Century, 1916, p. xiv, 503. \$2. Contains sufficient preliminary matter to make clear events since the Boer war; includes first two years of Great War. Careful and impartial. For earlier history best brief account is Sir H. H. Johnston's *Colonization of Africa* (Putnam).

Lewin, Percy Evans. *The Germans and Africa, with an Introduction by the Right Hon. Earl Grey*. Philadelphia, Stokes, 1915, p. 317. \$3.60. Excellent account, by Librarian of the Royal (English) Colonial Institute, of German colonization, with special reference to each of their four African colonies.

48. JEWS, ZIONISM, PALESTINE.

Goodman, Paul, and Lewis, Arthur D., editors. *Zionism, Problems and Views*. Bloch, 1917, p. 286. \$1.50. Twenty-three papers by Anglo-Jewish writers. Some discussion of

capability of Jews for national life, and account of what they have done in Palestine.

Hyamson, Albert Montefiore. *Palestine, the Rebirth of an Ancient People*. Knopf, 1917, p. xiv, 299. \$1.50. After brief historical survey, describes present-day conditions, with some notice of war-time conditions and of Zionist movement.

Kohler, Max James, and Wolf, Simon. *Jewish Disabilities in the Balkan States*. American Jewish Historical Society, 1917, p. 169. \$1.50. Relates largely to Romania. Careful collection of facts. Deals with American action in diplomatic ways in behalf of Jewish rights and indicates application and effect of the policy in settling future peace.

Sacher, Harry, editor. *Zionism and the Jewish Future*. Macmillan, 1917, p. viii, 252. \$1. Chapters contributed by Zionists from many countries and arranged by an English journalist. Good account of present status of Zionist movement for propaganda purposes.

49. THE ARMENIANS.

Bryce, James Bryce, Viscount. *Treatment of Armenians in the Ottoman Empire, 1915-1916; Documents presented to Viscount Grey*. Putnam, 1917, p. 726. \$1. Sources cited include American consuls and missionaries, German travelers and missionaries, Danish Red Cross Workers, Swiss visitors, native teachers, pastors and other religious leaders. British Blue-book mainly compiled by A. J. Toynbee.

Buxton, Noel, and Buxton, Harold. *Travel and Politics in Armenia, with an Introduction by Viscount Bryce, and a Contribution on Armenian History and Culture by Aram Raffi*. Macmillan, 1914, p. xx, 274. \$1.50. Because of massacres by Turks, Russia should be permitted to occupy Armenian vilayets of Asiatic Turkey.

Gibbons, Helen Davenport (Brown) (Mrs. Herbert Adams Gibbons). *Red Rugs of Tarsus, A Woman's Record of the Armenian Massacre of 1909*. Century, 1917, p. xiv, 194. \$1.25. Personal experiences and observations.

*Gibbons, Herbert Adams. *The Blackest Page of Modern History*. Putnam, 1916, p. 71. \$75. Vigorous indictment of Turks for Armenian massacres of 1915, for which carefully sifted testimony is adduced. Ultimate blame attributed to Germany.

Toynbee, Arnold Joseph. *The Armenian Atrocities, the Murder of a Nation, with a Speech Delivered by Lord Bryce in the House of Lords*. Doran, 1916, p. 119. \$25. Concise but conclusive presentation of evidence for general reader based on the Blue-book cited above under Bryce.

50. PERSIA AND THE MIDDLE EAST.

Chirol, Sir Valentine. *The Middle Eastern Question, or Some Political Problems of Indian Defence*. Dutton, 1903, p. xiv, 512. By London Times correspondent who traveled through Persia in 1902-3. Able discussion of political problems of Persia, Afghanistan, Bagdad Railway, etc., written before Anglo-Russian agreement concerning Persia. Though out of date, still useful in lack of later works.

Shuster, William Morgan. *The Strangling of Persia, Story of the European Diplomacy and Oriental Intrigue that Resulted in the Denationalization of Twelve Million Mohammedans, a Personal Narrative*. Century, 1912, p. lxiii, 423. \$2.50. American who was temporarily treasurer-general of Persia records effects of Anglo-Russian agreement on Persia.

Sykes, Percy Molesworth. *A History of Persia*. Macmillan, 1915, 2 vols., p. xxvi, 544; xxii, 565. \$15. Second volume covers from 641 to 1906. Excellent, scholarly, impartial.

Yohannan, Abraham. *The Death of a Nation, or the Ever Persecuted Nestorians or Assyrian Christians*. Putnam, 1916, p. xx, 170. \$2. First part gives history of Nestorian church; second part describes the tragic fate of the Nestorians in the war.

51. FAR EAST, CHINA, JAPAN.

*Bashford, James Whitford. *China, an Interpretation*. Abingdon Press, 1916, 2d ed., 1916, p. 620. \$2.50. Methodist Episcopal bishop stationed in China gives excellent account of events of last ten years to death of Yuan Shi Kai, and describes with accuracy and insight conditions and problems. Valuable appendixes.

*Douglas, Sir Robert Kennaway. *Europe and the Far East, 1506-1912*, second edition with chapter continuing from 1904 to 1912 by J. H. Longford. Putnam, 1913, p. vii, 487. \$2. Best account of Far Eastern history in a single volume, with special reference to nineteenth century. Emphasizes China rather than Japan; gives some space to Indo-China. Belittles Americans and every other nationality except English.

*Hornbeck, Stanley Kuhl. *Contemporary Politics in the Far East*. Appleton, 1916, p. xii, 466. \$3. Only comprehensive volume on foreign and domestic politics of Japan and China since 1894. Sympathy with China rather than Japan. Special attention to American interests in Far East, and some account of events during first two years of the war.

Jones, Jefferson. *The Fall of Tsingtau, a Study of Japan's Ambitions in China*. Boston, Houghton, 1915, p. xvii, 215. \$1.75. Account of Japan's capture of Kiao Chao from Germans, and of Japan's consequent relations with China, by American journalist who witnessed the siege. Disapproves Japan's designs on China, which he regards as unfriendly to United States.

Latourette, Kenneth Scott. *The Development of China*. Boston, Houghton, 1917, p. xi, 274. \$1.75. Excellent sketch, by a young American scholar who has lived for a time in China, of Chinese history, with special reference to recent events and contemporary problems.

*Millard, Thomas Franklin Fairfax. *Our Eastern Question, America's Contact with the Orient and the Trend of Relations with China and Japan*. Century, 1916. \$3. Formerly editor of China Press, now of Millard's Review (Shanghai); author speaks with full knowledge on events since 1910. Appendixes contain all important documents. Not friendly to Japan.

Parker, Edward Harper. *China, Her History, Diplomacy, and Commerce from the Earliest Times to the Present Day*. Dutton, 1917. \$2.50. Revised and enlarged edition of work published in 1901 by professor in University of Manchester, who had been in consular service in China. Added chapters on recent events. Good.

Perry-Ayscough, Henry George Charles, and Otter-Barry, Robert Bruère. *With the Russians in Mongolia*, with a Preface by Sir Claude Macdonald. Lane, 1914, p. xxii, 344. \$4.50. Captain Otter-Barry visited Mongolia shortly before the Chinese Revolution ended Chinese rule, and Mr. Perry-Ayscough spent time there after Russians had taken control. Wealth of facts, many documents; complete into 1914.

Porter, Robert Percival. *Japan the New World Power, being a Detailed Account of the Progress and Rise of the Japanese Empire*. Oxford Press, 1915, p. xxiv, 789. \$2.50. First edition, *The Full Recognition of Japan*, 1911. Only twelve-page introduction as evidence of revision in second edition. Written to justify the Anglo-Japanese alliance

and to show Japan's fitness to rank as a world power. Descriptive parts good, historical sections scant.

*Weale, Bertram Lenox Putnam (pseud. Bertram Lenox Simpson). *The Fight for the Republic in China*. Dodd, 1917, p. xiii, 490. \$3.50. Excellent account of events from 1911 to 1917 by an observer long familiar with the Far East. Appendixes contain the important documents.

52. JAPANESE-AMERICAN RELATIONS.

Abbott, James Francis. *Japanese Expansion and American Policies*. Macmillan, 1916, p. viii, 267. \$1.50. The author, for some time teacher in Japan, believes war with America would be national suicide for Japan, but that United States should recognize Japan's aspirations in the Orient.

*Blakeslee, George Hubbard, editor. *Japan and Japanese-American Relations*, Clark University Addresses. Stechert, 1912, p. xi, 348. \$2.50. Contains addresses by twenty-one Americans and seven Japanese in 1911. Competent authorities treat every important topic.

Flowers, Montaville. *The Japanese Conquest of American Opinion*. Doran, 1917, p. xvi, 272. \$1.50. Suspects and denounces Japanese peaceful penetration of the United States. Intended as antidote for writings of Gulick and others.

Gulick, Sidney Lewis. *The American Japanese Problem, a Study of the Racial Relations of the East and the West*. Scribner, 1914, p. x, 349. \$1.75. American long resident in Japan discusses problems and suggests new American Oriental policy to avoid discrimination against China and Japan. Appendixes crammed with information. Good bibliography.

Kawakami, Kiyoshi Karl. *Japan in World Politics*. Macmillan, 1917, p. xxvii, 230. \$1.50. Mainly reprint of magazine articles discussing Japanese-American relations with purpose of promoting more friendly relations.

McCormick, Frederick. *The Menace of Japan*. Boston, Little, 1917, p. vi, 372. \$2. Discussion of United States and Far Eastern relations during past dozen years by a correspondent with long service in the Far East. Intensely anti-Japanese.

Masaoka, Naoichi, editor. *Japan to America, a Symposium of Papers by Political Leaders and Representative Citizens of Japan on Conditions in Japan and on the Relations between Japan and the United States*. Putnam, 1915, p. xii, 235. \$1.25. With companion volume of much less value, *America to Japan*, issued by Japanese Society of America to promote better understanding between the two countries. Thirty Japanese authorities treat as many topics setting forth Japan's development and aims.

*Scherer, James Augustin Brown. *The Japanese Crisis*. Philadelphia, Stokes, 1916, p. 148. 75 cents. President of Throop Institute, California, formerly resident in Japan, discusses race issue, hoping to promote "a just balance of view." Footnotes with references to authorities.

Steiner, Jesse Frederick. *The Japanese Invasion, a Study in the Psychology of Inter-racial Contacts*. Chicago, McClurg, 1917, p. xvii, 231. \$1.25. A study of Japanese-American relations as psychological problems of race-prejudice and of national egotism. Covers most of questions at issue. Author taught in Japan for seven years.

53. UNITED STATES: HISTORY, IDEALS, INTERNATIONAL RELATIONS.

Bassett, John Spencer. *A Short History of the United States*. Macmillan, 1913, p. xv, 885. \$2.50. Best single

volume American history which covers from the discovery nearly up to date.

*Coolidge, Archibald Cary. *The United States as a World Power*. Macmillan, 1908, p. vii, 385. \$2. Prepared as course of exchange lectures at the Sorbonne, by Harvard professor of history. Explains problems and international relations of United States as developed in decade following Spanish war. Time has added new facts, but has required surprisingly little alteration in general view, so general reader will still find it best presentation of American international problems in single volume.

**Fish, Carl Russell. *American Diplomacy*. Holt, 1917, p. 541. \$2.75. Clear, comprehensive narrative complete to beginning of 1915. Excellent maps. Scholarly; better for average reader than fuller work by Johnson.

Fish, Carl Russell. *The Development of American Nationality*. American Book Co., 1913, p. xxxix, 535. \$2.25. Scholarly, readable survey of American history, 1783-1912.

Foerster, Norman, and Pierson, William Whatley, editors. *American Ideals*. Boston, Houghton, 1917, p. vi, 326. \$1.25. Collection mainly from writings and speeches of American statesmen, supplemented with some other items. Arranged by topics.

Hart, Albert Bushnell. *The Monroe Doctrine, an Interpretation*. Boston, Little, 1916, p. xiv, 445. \$1.75. Good comprehensive, up to date account, though his interpretation will not command universal acceptance.

Johnson, Willis Fletcher. *America's Foreign Relations, Century, 1916, 2 vols., p. xii, 551; vii, 485. \$8. Thorough, readable, generally accurate account for general reader, but lacking in scholarly method and discriminating judgment.*

*Jones, Chester Lloyd. *The Caribbean Interests of the United States*. Appleton, 1916, p. viii, 379. \$2.50. Does not reveal intimate acquaintance with the region or thorough research into problems concerning it; but generally trustworthy, and commendable for directing attention to problems of vital significance to United States.

*Mahan, Alfred Thayer. *The Interest of America in International Conditions*. Boston, Little, 1910, p. 212. \$1.50. Almost everything Admiral Mahan wrote has its lessons for America in the present war, but this volume dealt with the immediate problems and anticipated to remarkable degree actual developments of the war. Discusses international situation with reference to naval preparedness.

Moore, John Bassett. *The Principles of American Diplomacy*. Harper, 1918, p. 476. \$2. Revision of his *American Diplomacy*. Best book on subject by ablest American authority; for student rather than general reader.

Ogg, Frederic Austin. *National Progress, 1907-1917, (American Nation series, vol. 27)*. Harper, 1918, p. 430. \$2. Convenient narrative of domestic and foreign affairs, mainly internal politics and relation to the war.

*Paxson, Frederic Logan. *The New Nation*. Boston, Houghton, 1915, p. 342. \$1.25. Fourth volume of *The Riverside History of the United States*, covering 1865-1914. Best survey of period.

Roosevelt, Theodore. *The New Nationalism, with an Introduction by Ernest Hamlin Abbott*. Outlook Co., 1910, p. xxi, 268. \$1.50. Collection of addresses and articles which contain much of his political philosophy and ideals. Should be read with President Wilson's *The New Freedom* for some comprehension of American political ideals on eve of the war.

Weyl, Walter Edward. *American World Policies*. Macmillan, 1917, p. 307. \$2.25. Discussion of whether Amer-

ican isolation shall give place to nationalistic imperialism or to internationalism. Economic interests are given full—perhaps too full—consideration. Marred by publication on eve of American declaration of war; somewhat remedied in second printing.

Wilson, Woodrow. *Division and Reunion, 1829-1909*. Longmans, 1909, p. xx, 389. \$1.25. Third volume of *Epochs of American History* series. First published in 1893, has passed through many editions. Professor Edward S. Corwin has furnished the portion for the period since 1889 at which date work originally closed.

Wilson, Woodrow. *The New Freedom, a Call for the Emancipation of the Generous Energies of a People*. Garden City, N. Y., Doubleday, 1913, p. viii, 294. \$1. Compiled by W. B. Hale from stenographic reports of campaign speeches. Sets forth his interpretation of American political life and ideals.

54. UNITED STATES: PREPAREDNESS.

Chittenden, Hiram Martin. *War or Peace, a Present Duty and a Future Hope*. Chicago, McClurg, 1911, p. 273, \$1. After some discussion of evil of war and desirability of peace, this retired brigadier general argues for larger navy, larger standing army, and fortification of Panama Canal as necessary policies for United States.

Dickson, Harris. *Unpopular History of the United States by Uncle Sam Himself, as Recorded in Uncle Sam's own Words*. Philadelphia, Stokes, 1917, p. xiv, 162. \$75. A preparedness argument, largely abstracted from Upton's "Military Policy of the United States."

*Greene, Francis Vinton. *Present Military Situation of the United States*. Scribner, 1915, p. 102. \$75. Able brief argument "to persuade the citizens, the voters, . . . to give calm but thoughtful consideration to this question of adequate national defense," by an American general.

Howe, Lucien. *Universal Military Education and Service; the Swiss System for the United States*. Putnam, first edition, 1916; second edition with appendix, 1917, p. xv, 147. \$1.25. Description of Swiss and Australian systems with arguments in favor of similar system for United States.

*Huidekoper, Frederic Louis. *The Military Unpreparedness of the United States, a History of the American Land Forces from Colonial Times until June 1, 1915*. Macmillan, 1915, p. xvi, 735. \$4. To close of 1862, an avowed abridgment of Upton, after that based on original researches; carefully done with full references to authorities. Strong argument from past experience for different procedure in future. Many of his suggestions have been followed by present administration, notably conscription.

Johnston, Robert Matteson. *Arms and the Race, the Foundations of Army Reform*. Century, 1915, p. 219. \$1. Able military historian presents arguments for reform and enlargement of American army.

Kuenzli, Frederick Arnold. *Right and Duty, or Citizen and Soldier; Switzerland Prepared and at Peace, a Model for the United States*. Stechert, 1916, p. 225. \$1. Excellent account of Swiss military system, which is advocated for American adoption, by a Swiss-American.

Marcosson, Isaac Frederick. *Leonard Wood, Prophet of Preparedness*. Lane, 1917, p. 92. \$75. Laudatory sketch of General Wood's career, reprinted from *Everybody's Magazine*, March, 1917.

Maxim, Hudson. *Defenceless America*. Hearst, 1915, p. xxiii, 318. \$2. The inventor-author has compiled a miscel-

laneous mass of facts which he wields vigorously as arguments for preparedness; best on technical matters.

Roosevelt, Theodore. *America and the World War*. Scribner, 1915, p. xv, 277. \$.75. *Fear God and take Your Own Part*. Doran, 1916, p. 414. \$1.50. *The Foes of Our Own Household*. Doran, 1917, p. xii, 347. \$1.50. Three volumes of collected addresses and articles of occasional character, presenting robust, often aggressive views, of duties of American citizenship and of United States in relation to the war. Wholesome arguments for preparedness are marred by statements of militaristic or chauvinistic sort and by criticisms of President Wilson and his policies which are not always just.

Upton, Emory. *The Military Policy of the United States*. Washington, Supt. of Docs., 1904; fourth impression, 1912, p. xxiii, 495. \$.65. Thorough study of national military policy to close of 1862, which reveals weaknesses of policy in past. Incomplete work published after author's death, edited by J. P. Sanger. Basis on which practically all preparedness books are constructed.

Van Zile, Edward Sims. *The Game of Empires, a Warning to America; with Prefatory Note by Theodore Roosevelt*. Moffat, 1915, p. 302. \$1.25. After three hundred pages of flippant or cynical comment on war in general and this war in particular, writer turns suddenly to advocate preparedness. The one Rooseveltian page states real point of book with pith.

Wheeler, Howard Duryée. *Are We Ready? With a Letter by Major General Leonard Wood*. Boston, Houghton, 1915, p. xvii, 227. \$1.50. Fictitious account of attack on New York rendered vivid actual unpreparedness of United States. Compare the "movie" play, "The Battle Cry of Peace."

Wise, Jennings Cropper. *Empire and Armament, the Evolution of American Imperialism and the Problem of National Defense*. Putnam, 1915, p. xii, 353. \$1.50. Former professor of political science and international law at Virginia Military Institute discusses American imperialism prior to Civil War, condemns more recent imperialism, and considers defense problems.

Wise, Jennings Cropper. *The Call of the Republic*. Dutton, 1917, p. x, 141. \$1. A plea for universal military service, with some historical considerations.

Wood, Eric Fisher. *The Writing on the Wall, the Nation on Trial*. Century, 1916, p. ix, 208. \$1. By author of Note-book of an Attaché, who was in Europe at outbreak of war; clear, intelligent, vigorous argument for preparedness.

**Wood, Leonard. *The Military Obligation of Citizenship*. Princeton, University Press, 1915, p. vii, 76. \$.75. *Our Military History, its Facts and Fallacies*. Chicago, Reilly, 1916, p. 240. \$1. Historical portions drawn from Upton and Huidekoper. General Wood has given best brief presentation of historical argument for preparedness in the second, and admirable appeal on duties of citizenship in national defense in the first.

55. UNITED STATES: GERMAN INTRIGUE.

Alphaud, Gabriel. *L'Action Allemande aux États-Unis, de la Mission Dernburg aux Incidents Dumba*, 2 Août, 1914,—25 Septembre, 1915; Préface de M. Ernest Lavisse. Paris, Payot, 1915, p. xvi, 498. 5 francs. *Les États-Unis contre l'Allemagne, du Rappel de Dumba à la Déclaration de Guerre*, 25 Septembre, 1915—4 Avril, 1917. Paris, Payot, 1917, p. 343. 5 francs. These works have unfortunately not been translated. They cover whole field of German intrigue

in America and relations between United States and Germany, with abundant documents, and form best account yet available. By correspondent of the *Matin*.

Jones, John Price. *America Entangled* (Title, English edition: *The German Spy in America*). Laut, 1917, p. xii, 224. \$.50. Account of German spy system in America by member of staff of New York Sun. Careful array of evidence, generally dispassionate style.

Skaggs, William Henry. *The German Conspiracies in America, from an American Point of View, by an American, with an Introduction by Theodore Andrea Cook*. London, Unwin, 1915, p. xxviii, 332. 5s. Deals with first year of war, discussing immigration, propaganda, espionage, malicious interference in commercial and industrial affairs, diplomatic activity, etc. Strongly anti-German compilation.

Wile, Frederic William. *The German-American Plot, the Record of a Great Failure, the Campaign to Capture the Sympathy and Support of the United States*. London, Pearson, 1915, p. 123. 1s. Strongly anti-German English pamphlet.

56. GERMAN-AMERICANS: PRO-GERMAN VIEWS AND PROPAGANDA.

Burgess, John William. *The European War of 1914, its Causes, Purposes, and Probable Results*. Chicago, McClurg, 1915, p. 209. \$1. *America's Relations to the Great War*. Chicago, McClurg, 1916, p. 209. \$1. Author, who is emeritus professor at Columbia University, is eminent authority on political science and foremost American to espouse actively German cause during first two years of war. Assumes German attitude of mind, blames Allies, especially England, and emphasizes American grievances against England.

Cronau, Rudolf. *German Achievements in America*. New York, 340 E. 198th St., 1916, p. 233. \$1. Brief survey of history of German element in America to refute "unwarranted insinuations questioning the loyalty of the German-Americans toward the land of their adoption."

Dernburg, Bernhard. *Germany and the War, Not a Defense but an Explanation* (p. 24). *The Case of Belgium in the Light of Official Reports Found in the Secret Archives of the Belgian Government after the Occupation of Brussels, with Facsimiles of the Documents* (p. 16). *Search-lights on the War, Germany and England—the Real Issue, England's Share of Guilt—a Critical Analysis of the English White Book, Germany and the Powers, the Ties that Bind America and Germany, Germany's Food Supply, When Germany Wins* (p. 62). *Fatherland Corporation*, 1915, each \$.10. Three pamphlets by former head of German propaganda in United States to influence American opinion.

Faust, Albert Bernhardt. *The German Element in the United States, with Special Reference to its Political, Moral, Social, and Educational Influence*. Boston, Houghton, 1909, 2 vols., p. xxvi, 591; xvi, 605. \$7.50. Most thorough and careful study of German element in United States, showing fully its numbers, activities, and influence in American history. A scholarly work by native American; reference to chapter on political influence shows freedom from sinister bias.

Francke, Kuno. *The German Spirit*. Holt, 1916, p. vi, 132. \$1. In three papers of occasional origin, professor of German at Harvard, with keen insight, discriminating judgment, and genial temper, seeks to interpret German character and ideals favorably to Americans.

Hale, William Bayard. *American Rights and British Pretensions on the Seas; the Facts and the Documents, Official and Other, Bearing upon the Present Attitude of*

Great Britain toward the Commerce of the United States. McBride, 1915, p. 172. \$1.50. Compilation to turn American opinion against England and divert it from hostility to Germany. Relates to detentions, seizures, interference with mails, etc.

Münsterberg, Hugo. *The War and America* (1914, p. 210). *The Peace and America* (1915, p. 276). *Tomorrow, Letters to a Friend in Germany* (1916, p. 275). Appleton, each \$1. Three books made up, in part at least, of occasional papers, but possessing a distinct unity in method and purpose. The late Professor at Harvard appealed cleverly and ingratiatingly to American opinion to win it to more favorable attitude to Germany. Avoids inconvenient topics and glosses over difficulties in subtle manner. First two are largely out of date, but third remains an able presentation of German views on fundamental questions of principle and policy.

The Truth about Germany, Facts about the War. Baker, 1914, p. 86. \$25. Controversial pamphlet issued soon after outbreak of war by influential German committee, and widely distributed in United States and other countries. See refutation by Sladen.

57. UNITED STATES: RELATIONS AND ATTITUDE TO THE WAR, 1914-17.

Angell, Norman (pseud. of Ralph Norman Angell Lane). *The World's Highway, Some Notes on America's Relation to Sea Power and Non-Military Sanctions for the Law of Nations.* Doran, 1915, p. xvi, 361. \$1.50. *America and the New World-State, a Plea for American Leadership in International Organization.* Putnam, 1915, p. x, 305. \$1.25. *The Danger of Half-Preparedness, a Plea for a Declaration of American Policy.* Putnam, 1916, p. 129. \$50. Native of England, but naturalized American, author defends England's sea power as against German militarism; urges necessity of crushing militarism, need of modification of international law, and that United States should lead in forming international union. Author formerly prominent pacifist.

Baldwin, James Mark. *American Neutrality, its Cause and Cure.* Putnam, 1916, p. 138. \$75. *The Super-State and the Eternal Values.* Oxford Press, 1913, p. 38. \$50. Two pamphlets by former American professor, "a loyal American citizen," who lectured in Paris in 1915 condemning American neutrality.

*Blakeslee, George Hubbard, editor. *The Problems and Lessons of the War; Clark University Addresses, December 16, 17, and 18, 1915.* Putnam, 1916, p. xlv, 381. \$2. Lectures by competent exponents of various views on the war and its problems, which form a useful record of divergencies of American opinion at that time.

Gleason, Arthur Huntington. *Our Part in the Great War.* Philadelphia, Stokes, 1917, p. 338. \$1.35. Written before United States entered war. Deals with American relief work in France, with American neutrality, observations in Belgium and France, and gives extracts from German war diaries. Says commercialism and immigration held the United States back from entering the war.

Gould, Benjamin Apthorp. *War Thoughts of an Optimist, a Collection of Timely Articles by an American Citizen Residing in Canada.* Dutton, 1915, p. vii, 200. \$1. *The Greater Tragedy and Other Things.* Putnam, 1916, p. viii, 189. \$1. Two volumes of occasional articles reflecting pro-Ally and anti-Wilson attitude.

Johnson, Douglas Wilson. *My German Correspondence, concerning Germany's Responsibility for the War and for the Method of its Conduct, being a Letter from a German*

Professor together with a Reply and a Foreword. Doran, 1917, p. 97. \$50. *The Peril of Prussianism.* Putnam, 1917, p. vii, 53. \$75. The latter is the substance of an address on mutual antagonism of American and Prussian political ideals, by a Columbia professor.

*Johnson, Willis Fletcher. *America and the Great War for Humanity and Freedom.* Philadelphia, Winston, 1917, p. 352. \$1.50. Collection of good newspaper articles summarizing causes and progress of the war and relation to it of United States. Useful summary volume for American general reader.

Lodge, Henry Cabot. *War Addresses, 1915-1917.* Boston, Houghton, 1917, p. viii, 303. \$2.50. Miscellaneous senatorial and public addresses from January, 1915, to April, 1917. Earlier addresses include questions of neutral rights and national defence; later addresses are related to events in four months preceding American declaration of war. Senator Lodge is spokesman of Republican views in Senate regarding President Wilson's policies.

*Martin, Edward Sandford. *The Diary of a Nation, the War and How We Got into it.* Garden City, Doubleday, 1917, p. xii, 407. \$1.50. Chronological account of relations of United States to the war with special reference to growth of opinion in favor of entering the war.

Okie, Howard Pitcher. *America and the German Peril.* London, Heinemann, 1915, p. 198. 2s. 6d. Collection of articles of which only last relates directly to United States.

**Rogers, Lindsay. *America's Case Against Germany.* Dutton, 1917, p. xiv, 264. \$1.50. Good, narrative account of the submarine controversy in clear popular form to assure the general public that the case of the United States in international law, as well as in ethics, is sound.

Sixty American Opinions on the War. London, Unwin, 1915, p. 165. 1s. Collection of expressions of war views by sixty leading Americans.

Thayer, William Roscoe. *Germany vs. Civilization, Notes on the Atrocious War.* Boston, Houghton, 1916, p. vi, 238. \$1. Condemnation of German ideals and policies, based on wide knowledge of German history and thought; written with crusading zeal against Germany, with climax in chapter on the Plot to Germanize America.

Van Dyke, Henry. *Fighting for Peace.* Scribner, 1917, p. 247. \$1.25. Personal observations and views on the war based on service as minister at The Hague.

Whitridge, Frederick Wallingford. *One American's Opinion of the European War, an Answer to Germany's Appeals.* Dutton, 1914, p. xi, 79. \$50. Vigorous statement of attitude against Germany by leading New York business man.

58. UNITED STATES: PARTICIPANT IN THE WAR.

Beith, John Hay (pseud. Ian Hay). *Getting Together* (p. 91). *The Oppressed English.* Garden City, Doubleday, 1917, each \$50. Two pamphlets to explain England and its problems to Americans and to promote sympathy between the two nations.

*Bullard, Arthur. *Mobilizing America.* Macmillan, 1917, p. 129. \$50. Published at the moment of the entry of the United States into the war "to show how the experience of other democracies can teach us the way to do it (fight) efficiently." Based on observations in England and France during the war, and endorsed by other competent observers. Has chapters on mobilizing public opinion, men, and industry, and sets forth a program.

Halsey, Francis Whiting, editor. *Balfour, Viviani, and Joffre, their Speeches and other Public Utterances in*

America. Funk, 1917, p. v, 369. \$1.50. Also contains some narrative material.

*Harris H. Wilson. *President Wilson, his Problems and his Policy from an English Point of View*. Philadelphia, Stokes, 1917, p. 278. \$1.75. Good, dispassionate account of the President's earlier life and of his first administration, written with unusual understanding of American affairs.

Herron, George Davis. *Woodrow Wilson and the World's Peace*. Kennerley, 1917, p. viii, 173. \$1.25. Six articles addressed to European readers in support of President Wilson's policy and against a premature peace, during early months of 1917.

Marcosson, Isaac Frederick. *The War after the War*. Lane, 1917, p. 272. \$1.25. Exposes American unpreparedness for the trade rivalry that will follow the war and urges financial and commercial reorganization to meet the test. Includes character sketches of Lloyd George and W. M. Hughes, premier of Australia.

O'Brien, Charles. *Food Preparedness for the United States*. Boston, Little, 1917, p. xi, 118. \$.60. Based on first-hand study of German methods in autumn of 1916, but with some account of the procedure of other countries.

Powell, E. Alexander. *Brothers in Arms*. Boston, Houghton, 1917, p. 62. \$.50. Published by an American correspondent, at time of visit of Joffre-Viviani mission, to impart to Americans his admiration for the French soldier.

Robinson, Edgar E., and West, Victor J. *The Foreign Policy of Woodrow Wilson, 1913-1917*. Macmillan, 1917, p. 428. \$1.75. An introductory essay of 150 pages on the development of policy to entrance into the war, with chronological table and 230 pages of extracts from addresses and state papers.

Wilson, Woodrow. *Why We Are at War*. Harper, 1917. \$.50. Collection of addresses connected with declaration of war by United States.

Wilson, Woodrow. *President Wilson's Great Speeches and Other History Making Documents*. Chicago, Stanton, 1917. \$1. Collection similar to preceding.

59. LATIN AMERICA: PAN-AMERICANISM.

Macdonald, James Alexander. *The North American Idea*. Revell, 1917, p. 240. \$1.25. Author is editor of *Toronto Globe*. Historical considerations and political analysis outweighed by idealistic views.

Pérez Triana, S. *Some Aspects of the War*. London, Unwin, 1915, p. 225. 3s. 6d. By Colombian jurist, formerly member of Permanent Court of Arbitration at the Hague; discusses war issues and some points in which Pan-American interests were involved.

Root, Elihu. *Latin America and the United States*. Cambridge, Harvard University Press, 1917, p. xvi, 302. \$2.50. A volume of his collected speeches edited by Robert Bacon and James Brown Scott. Contains speeches during his South American tour in 1906 and, of more importance, his addresses delivered in the United States on Latin-American questions.

Usher, Roland Greene. *Pan-Americanism, a Forecast of the Inevitable Clash between the United States and Europe's Victor*. Century, 1915, p. xix, 466. \$2. The *Challenge of the Future, a Study in American Foreign Policy*. Boston, Houghton, 1916, p. xxi, 350. \$1.75. Discussions of American problems in light of the war by brilliant American historical scholar, who deserts field of history and method of scholarship for field and method of prophecy. Reveal assurance and conviction rather than soundness of judgment.

60. THE WAR ON THE SEA.

Dixon, William MacNeile. *The British Navy at War*. Boston, Houghton, 1917, p. 93. \$.75. Brief account by a Glasgow professor for propaganda use.

Kipling, Rudyard. *Sea Warfare*. Garden City, N. Y., Doubleday, 1917, p. 222. \$1.25. Reprints *The Fringes of the Fleet*, *Tales of the Trade*, and *Destroyers at Jutland*, and other matter. Sympathetic, vivid portrayals of part of English sailors in the war.

Lauriat, Charles Emelius, Jr. *The Lusitania's Last Voyage*, being a Narrative of the Torpedoing and Sinking of the R. M. S. *Lusitania* by a German Submarine off the Irish Coast, May 7, 1915. Boston, Houghton, 1915, p. vii, 159. \$1. Includes personal narrative of survivor, supplementary explanatory details, reprint and translation of account in *Frankfurter Zeitung* of May 9th, and text of report of Lord Mersey's inquiry, with comments.

Mücke, Kapitänleutnant Hellmuth von. *The Emden*; translated by Helene S. White. Boston, Ritter, 1917, p. viii, 219. \$1.25. *The Ayesha*, being the Adventure of the Landing Squad of the *Emden*, translated by Helene S. White. Boston, Ritter, 1917, p. vi, 225. \$1.25. Account of last voyage and flight of German naval vessel in Indian Ocean, and of remarkable exploit of part of crew under Mücke's command.

Noyes, Alfred. *Open Boats*. Philadelphia, Stokes, 1917, p. 91. \$.50. Based on narratives of those compelled to take refuge in open boats after their vessel has been sunk by submarine.

61. INTERNATIONAL LAW: NEUTRAL RIGHTS.

Barclay, Sir Thomas. *The Law and Usage of War, a Practical Handbook of the Law and Usage of Land and Naval Warfare and Prize*. Boston, Houghton, 1914, p. xv, 245. \$1.50. Material arranged alphabetically, forming a small cyclopedia of law of war.

Brewer, Daniel Chauncey. *The Rights and Duties of Neutrals, a Discussion of Principles and Practices*. Putnam, 1916, p. ix, 260. \$1.25. Discusses questions of neutral rights which arose in first two years of war and argues that America must be prepared to safeguard its neutral rights.

*Brown, Philip Marshall. *International Realities*. Scribner, 1917, p. xvi, 233. \$1.40. Professor of International Law at Princeton discusses apparent breakdown of international law under strain of the war and seeks to determine what are realities in international intercourse. Technical problems are discussed in clear, readable style.

*Dampierre, Léon Michel Marie Jacques de, Marquis. *German Imperialism and International Law*, based upon German Authorities and the Archives of the French Government. Scribner, 1917, p. viii, 277. \$3.50. Shows principles and teachings underlying German imperialism are directly opposed to those at basis of international law, and that Germany's acts in the war were inevitable outcome of German teachings. Carefully documented, especially from German sources.

Deportation of Women and Girls from Lille. Doran, 1917, p. 81. \$.50. Translation of French note on subject, with abundant confirmatory evidence from both French and German sources.

Germany's Violation of the Laws of War, 1914-15; compiled under the Auspices of the French Ministry of Foreign Affairs; translated by J. O. P. Bland. Putnam, 1915. \$2. Carefully compiled evidence, much from German sources; well translated.

**Grant, Arthur James, and others. *An Introduction to the Study of International Relations*. Macmillan, 1916, p.

viii, 207. \$.75. Co-operative work by British writers; furnishes outlines for study of more obvious problems of international relations; may be used in study classes with Krehbiel's Nationalism and Seton-Watson's War and Democracy. Apparently hastily prepared, but richly suggestive.

Hazeltine, Harold Dexter. *The Law of the Air, Three Lectures Delivered in the University of London at the Request of its Faculty.* London, Hodder, 1911, p. 160. 5s.

*Hershey, Amos Shartle. *The Essentials of International Public Law.* Macmillan, 1912, p. xlviii, 558. \$3. Good, single volume manual, published shortly before the war. Will serve need of average reader who wishes to look up a topic. Has full bibliographies.

Higgins, Alexander Pearce. *War and the Private Citizen, Studies in International Law.* London, King, 1912, p. 216. 5s. Defensively Armed Merchant Ships and Submarine Warfare. London, Stevens, 1917, p. 56. Two treatises on special topics of international law brought into prominence by the war.

How Diplomats Make War, by a British Statesman; with Introduction by Albert Jay Nock. Huebsch, 1915, p. xviii, 376. \$1.50. Significant contribution to discussion of democratization of diplomacy.

*Phillipson, Coleman. *International Law and the Great War, with an Introduction by Sir John MacDonell.* Dutton, 1916, p. xxiv, 407. \$6. Termination of War and Treaties of Peace. Dutton, 1916, p. xix, 486. \$7. First is systematic effort to study causes and events of the war in light of the law of peace, law of war, and rights of neutrals. Written shortly after sinking of Lusitania. Will remain as collection of cases, rather than as authoritative text. Second is only scholarly monograph text in its field; thorough masterly study in anticipation of close of the war. Has as appendix twenty-six treaties, 1815-1913, concluding hostilities. Both works ignore German treatises on international law.

Piggott, Sir Francis Taylor. *The Neutral Merchant in Relation to the Law of War and Blockade under the Order in Council of 11th March, 1915.* London, University Press, 1915, p. 128. 2s. 6d. Perhaps best defense of British restrictions on neutral trade.

Pyke, Harold Reason. *The Law of Contraband of War.* Oxford Press, 1915, p. xl, 314. \$4.15. Historical treatment; includes cases in present war up to time of going to press; important documents in appendix; bibliography.

Roxburgh, Ronald Francis. *International Conventions and Third States.* Longmans, 1917, p. xvi, 119. \$2.50. Monograph on phase of international law never before specially investigated. Deals with construing international law with reference to municipal law.

*Satow, Sir Ernest Mason. *Guide to Diplomatic Practice.* Longmans, 1917, 2 vols., p. xxi, 407; xii, 405. \$9. By experienced English diplomat. Wealth of information on diplomatic questions and procedure, particularly present day practice. Should be considered in discussing proposal to abolish secret diplomacy.

Smith, Sir Frederick Edwin. *The Destruction of Merchant Ships under International Law.* Dutton, 1917, p. 109. \$1.75. British Attorney General gives brief readable discussion of practically whole question of status of both enemy and neutral shipping in war time. Based on Phillipson.

Treher, E. C. M. *British and Colonial Prize Cases; Reports of Prize Cases Decided during the Present War in the Courts of Great Britain and Overseas Dominions.* London, Stevens, Part I, 1915, p. 135. 7s. 6d.

62. NATIONALITY AND ITS PROBLEMS.

**Dominian, Leon. *The frontiers of Language and Nationality in Europe.* Holt, 1917, p. xviii, 375. \$3. Discusses relations of language and geographical features to nationality and political frontiers, with application to the various concrete problems, especially in the Balkans. Illuminating maps. Best work of sort in English.

Grant, Madison. *The Passing of the Great Race, or the Racial Basis of European History.* Scribner, 1916, p. xxi, 245. \$2. Much scientific and historical data marred by dogmatic insistence on views for which proofs cannot be adduced, concerning the Nordic peoples and their destiny. Recalls Houston S. Chamberlain's work.

Hannah, Ian Campbell. *Arms and the Map, a Study of Nationalities and Frontiers.* Shaw, 1915, p. viii, 261. \$1.25. Attempts to give simple, clear, non-partisan view of the problems of nationality in Europe, due to difference between national areas and state boundaries.

Holdich, Sir Thomas Hungerford. *Political Frontiers and Boundary Making.* Macmillan, 1916, p. xii, 307. \$3.25. The author is an eminent English geographer with wide experience on boundary commissions. Excellent on historical and geographical facts and interesting for personal experience, but questionable on political considerations, for he strongly favors strategical frontiers. Unfortunately without maps.

*Krehbiel, Edward Benjamin. *Nationalism, War, and Society, a Study of Nationalism and its Concomitant, War, in their Relations to Civilization, and of the Fundamentals and the Progress of the Opposition to War; with an Introduction by Norman Angell.* Macmillan, 1916, p. xxxv, 276. \$1.50. Carefully prepared syllabus of topical studies, with good selections of references for reading.

**Muir, Ramsay. *Nationalism and Internationalism, the Culmination of Modern History.* Boston, Houghton, 1917, p. 229. \$1.25. Despite its faults the general reader will find this an illuminating survey of the development of nationalism and of internationalism as forces in European history, especially since 1815. Denounces the Central Powers as the last menace to national freedom and hostile to the international idea.

*Rose, John Holland. *Nationality in Modern History.* Macmillan, 1916, p. xi, 202. \$1.25. Ten lectures by English historian on rise of present national states in Europe, especially in nineteenth century.

Tagore, Sir Rabindranath (Revindranatha Thakura). *Nationalism.* Macmillan, 1917, p. 159. \$1.25. Essays on nationalism in the West, in Japan, and in India; disproves nationalism. Chief interest for personal or Hindu point of view.

**Toynbee, Arnold Joseph. *Nationality and the War.* Dutton, 1915, p. x, 522. \$2.50. *The New Europe, Some Essays in Reconstruction, with an Introduction by the Earl of Cromer.* Dutton, 1916, p. 85. \$1. By competent English historian, surveying, with some detail, the several problems of nationality in Europe, the rise of nationality and its effects, and some suggestions of solutions for the problems. The second volume supplements the first, and its introduction by Lord Cromer is noteworthy.

*Zangwill, Israel. *The Principle of Nationalities.* Macmillan, 1917, p. 116. \$.50. A lecture, scathingly criticising the work of Rose, Muir, and Toynbee. Perhaps the ablest analysis of nationality.

63. THE WAR AND DEMOCRACY.

Bryce, James Bryce, Viscount, and others. *The War of Democracy, the Allies' Statement, Chapters on the Funda-*

mental Significance of the Struggle for a New Europe. Garden City, N. Y., Doubleday, 1917, p. xxiv, 441. \$2. Two chapters by Belgian, three by French, and sixteen by English writers, mainly related to England's interest and activity in the war. Contains some of best utterances of Bryce, Grey, Lloyd George, Balfour, Haldane, Murray and others.

Fisher, Herbert Albert Laurens. *The Republican Tradition in Europe*. Putnam, 1911, p. xii, 363. \$2.50. Chiefly concerned with development of republicanism in France since 1789, by English historical scholar, now President of Board of Education of Great Britain.

*Lippmann, Walter. *The Stakes of Diplomacy*. Holt, 1915, p. vii, 235. \$1.25. Strong argument for democratization of diplomacy; one of ablest discussions produced by the war; addressed to earnest, thoughtful reader. So closely argued that conclusions seem irresistible, but rests on too implicit acceptance of an economic interpretation of history.

*Seton-Watson, Robert William; Wilson, John Dover; Zimmern, Alfred Eckhard; and Greenwood, Arthur. *The War and Democracy*. Macmillan, 1915, p. xiv, 390. \$80. Gives historical background, ultimate causes of the war, issues involved, probable solutions, and ideals and principles at stake. Allowing for individual views, perhaps, the best single book on fundamental causes and issues of the war.

Sims, Newell Leroy. *Ultimate Democracy and its Making*. Chicago, McClurg, 1917, p. 347. \$1.50. An interpretation of democracy from the sociological not the political point of view. Gives readable digest of much recent sociological discussion.

64. RESULTS OF THE WAR: PROBLEMS OF PEACE.

Bourne, Randolph Stillman, editor. *Towards an Enduring Peace, a Symposium of Peace Proposals and Programs, 1914-1916*, with an Introduction by Franklin H. Giddings. Association for International Conciliation, 1916, p. xv, 336. Compilation from writings of pacifists and other publicists, not official pronouncements.

*Buxton, Charles Roden, editor. *Towards a Lasting Settlement*. Dodd, 1917, revised edition, p. 216. \$2. Collection of essays by leading English pacifists on problems of nationality, territorial settlement, revision of maritime law, colonial affairs, and international co-operation to reduce war.

*Chéradame, André. *The Pangerman Plot Unmasked, Berlin's Formidable Peace-trap of The Drawn War*; with an Introduction by the Earl of Cromer. Scribner, 1917, p. xxxi, 235. \$1.25. Translation of a French work published early in 1916, but without corrections or additions to bring it up to date. Written without knowledge of Naumann's Central Europe, but with full knowledge of earlier literature of the sort, and with extensive study and observation in the countries concerned. Valuable for information on geographical problems, and one of the ablest analyses of the Pan-German and Central Europe schemes and their dangers. A supplementary volume, *The United States and Pan-Germania*, Scribner, 1918, has just appeared.

Chesterton, Cecil Edward. *The Perils of Peace*; with Introduction by Hilaire Belloc. London, Laurie, 1916, p. 239. 2s. A warning against a hasty or compromise peace. Does not spare criticism of the ministry any more than of pacifist group in England.

Cook, Sir Theodore Andrea. *The Mark of the Beast*. London, Murray, 1917. 5s. An array of facts on German history, kultur, and atrocities as argument against incon-

clusive peace. Largely reprint of his *Kaiser, Krupp, and Kultur*.

*Cosmos, pseud. *The Basis of a Durable Peace*. Scribner, 1917, p. ix, 144. \$30. Reprint of articles contributed to the New York Times in November and December, 1916, by an eminent authority. After able analysis of the several problems solutions are suggested which accord with democratic conceptions of international law and of individual and national rights.

*Fayle, Charles Ernest. *The Great Settlement*. Duffield, 1915, p. xix, 309. \$1.75. Careful exposition of interests concerned in the war and in prospective peace, as territorial, colonial, and economic questions, and of principles involved. Author belongs to English pacifist school, but is not blind to facts.

*Hart, Albert Bushnell, editor. *Problems of Readjustment after the War*. Appleton, 1915, p. 186. \$1. Seven essays by as many competent American writers, dealing rather with probable effects of war upon fundamental conditions of life than with technical issues of future peace. Significance undiminished by American entrance into the war.

Hazen, Charles Downer, and others. *Three Peace Congresses of the Nineteenth Century*. Cambridge, Harvard University Press, 1917, p. 93. \$75. Professor Hazen writes on the Congress of Vienna; Dr. W. R. Thayer on the Congress of Paris, and Professor R. H. Lord on the Congress of Berlin. Professor A. C. Coolidge adds most illuminating article on Claimants to Constantinople. These scholarly essays deal particularly with organization and procedure of the three congresses.

*Headlam, James Wycliffe. *The Issue*. Boston, Houghton, 1917, p. vii, 159. \$1. Reprint, with long introduction, of four articles from *Nineteenth Century and After*, analyzing and answering earlier German peace pronouncements. A review of Naumann's *Central Europe* is reprinted from *Westminster Gazette*. Broader issues are avoided, but German aims are rigorously exposed as impossible. Author is English, but adds to thorough information, sanity of view which makes this one of best books on issues of the war.

Herron, George Davis. *The Menace of Peace*. Kennerley, 1917, p. 110. \$1. Condemns an indecisive peace as a victory for German militarism which is eloquently denounced. Anti-Catholic.

*Hill, David Jayne. *The Rebuilding of Europe, a Survey of Forces and Conditions*. Century, 1917, p. x, 289. \$1.50. Fitted by wide research in diplomatic history and by long experience in American diplomatic service, author discusses abstractly causes and issues of the war; discusses but does not accept various schemes for internationalism. Chapter on America's interest in the new Europe; otherwise, concrete problems avoided.

*McClure, Samuel Sidney. *Obstacles to Peace*. Boston, Houghton, 1917, p. xxiii, 487. \$2. Contains important documents and much valuable information, marred by personal trivialities. Based on visits to warring countries. Emphasizes that war is a state of mind, and sets forth facts affecting development of that state of mind.

Schoonmaker, Edwin Davies. *The World Storm and Beyond*. Century, 1915, p. 294. \$2. Emphasizes importance of reforms and social changes in progress in Europe in war-time and that United States should heed them in order to maintain its own progress. Stimulates thought even if it fails to persuade.

*Veblen, Thorstein B. *An Inquiry into the Nature of Peace and the Terms of its Perpetuation*. Macmillan, 1917,

p. xiii, 367. \$2. One of the most thorough and philosophical discussions of war and peace with special reference to the present struggle. Style incisive but not easy. Views, socialistic or at least anti-capitalistic. Completed in February, 1917. Presented definite set of peace terms.

65. THE WAR AGAINST WAR.

*Angell, Norman (pseud. of Ralph Norman Angell Lane). *The Great Illusion, a Study of the Relation of Military Power to National Advantage*. Putnam, 1910, fourth revised and enlarged edition, 1913, p. xxii, 416. \$1. Arms and Industry (English edition, *Foundations of International Polity*). Putnam, 1914, p. xlv, 248. \$1.25. The first had wide currency before the war and won author his fame as exponent of pacifism; the second is companion volume issued on eve of the war, arguing against militarism and nationality and for an international polity.

*Bloch, Ivan Stanislavovich. *The Future of War in its Technical, Economic, and Political Relations: Is War Now Impossible? With a Prefatory Conversation with the Author by W. T. Stead; translated by R. C. Long*. Doubleday, 1899, p. lxxix, 380. \$2. (Ginn, 1902, \$.65.) Somewhat technical array of facts and arguments based on nineteenth century developments, with special reference to Great Britain, Germany, France, and Russia. Said to have influenced Nicholas II to call First Hague Conference.

*Brailsford, Henry Noel. *The War of Steel and Gold, a Study of the Armed Peace*. Macmillan, 1916, sixth edition, p. 340. \$.80. First published in May, 1914. Postscript chapter and some notes appear in third and later editions. Describes balance of power between rival alliances and economic interests involved; proceeds to constructive criticism, suggesting a new concert of Europe. English author professes intellectual passion for peace, but his keen sense of facts saves him from pitfalls of sentimental pacifists.

**Eliot, Charles William. *The Road toward Peace, a Contribution to the Study of the Causes of the European War and of the Means of Preventing War in the Future*. Boston, Houghton, 1915, p. xv, 228. \$1. Ex-President Eliot of Harvard has approached the problems with his accustomed gravity and acumen. One of best American discussions of the war as a war of ideas, but treatment is unfortunately not systematic, for volume is only a collection of occasional papers and addresses, of which several additional ones are included in second edition, September, 1915.

Howe, Frederic Clemson. *Why War?* Scribner, 1916, p. 366. \$1.50. Attributes wars to munition makers, high finance, and secret diplomacy; declares, "Peace is the problem of democracy."

Hugins, Roland. *Germany Misjudged, an Appeal to International Good Will in the Interest of a Lasting Peace*. Chicago, Open Court Publishing Co., 1916, p. 111. \$1. *The Possible Peace, a Forecast of World Politics after the War*. Century, 1916, p. xiv, 198. \$1.25. First, published before sinking of Lusitania, is habitually neutral, but in case of doubt inclines to German view. Second, published after sinking of Lusitania, condemns militarism and war, criticizes various nations, including United States, sharply; fears that after the war "the general problem of international peace will not be much nearer solution;" consequently advocates American preparedness.

Jordan, David Starr. *War and the Breed, the Relation of War to the Downfall of Nations*. Boston, American Unitarian Assn., 1915, p. 265. \$1.35. Argument that war, by extinguishing the strongest, weakens the race.

*Key, Ellen Karolina Sofia. *War, Peace, and the Future, a Consideration of Nationalism and Internationalism and of the Relation of Women to War; translated by Hildegard Norberg*. Putnam, 1916, p. x, 271. \$1.50. Calm, cool, comprehensive presentation of facts and deduction of conclusions. By Swedish author and leader in woman and peace movements.

Liebknecht, Karl Paul August Friedrich. *Militarism*. Huebsch, 1917. \$1. Thorough-going indictment by famous German socialist; suppressed in Germany. Original published in Leipzig, 1907; third German edition in Zürich, 1911.

McCormick, Howard Fowler. *Via Pacis, How Terms of Peace Can Be Automatically Prepared while the War is Still Going On*. Chicago, McClurg, 1917, p. 45. \$.60. Proposes novel scheme for constant interchange of desired or acceptable terms.

Macdonald, John Archibald Murray. *European International Relations*. London, Unwin, 1916, p. 144. 2s. 6d. Argues that sovereign nations need a tribunal over them as much as do free men; appeared in part in *Contemporary Review*, April, 1915.

Mahan, Alfred Thayer. *Armaments and Arbitration, or the Place of Force in the International Relations of States*. Harper, 1912, p. 259. Argument that armament and even war are necessary in international relations. Replies to Angell's *Great Illusion*.

Quin, Malcolm. *The Problem of Human Peace Studied from the Standpoint of a Scientific Catholicism*. Dutton, 1917, p. 275. \$1. Catholicism, somewhat modernized, is the cure for war and guarantee of peace.

Russell, Bertrand Arthur William. *Justice in War-time*. Chicago, Open Court Publishing Co., 1916, p. ix, 243. \$1. Non-resistance argument by able English pacifist. Review of Entente policy in reply to Professor Gilbert Murray, and chapter "On What Our Policy Ought to Have Been" are noteworthy.

Russell, Bertrand Arthur William. *Why Men Fight, a Method of Abolishing the International Duel*. (Title, English edition: *Principles of Social Reconstruction*.) Century, 1917, p. 272. \$1.50. Places responsibility for war not so much upon matters of national or international concern as upon human instincts, which must be schooled against war. The book has glaring faults along with much that is excellent.

Russell, Bertrand Arthur William. *Political Ideals*. Century, 1917, p. 172. \$1. Reiterates his ideas on nationalism and internationalism, but also deals with individual liberty and public control, capitalism and socialism. Excellent style but inadequate analysis of problems.

Taylor, Charles Fremont. *A Conclusive Peace, presenting the Historically Logical, and a Feasible Plan of Action for the Coming Peace Conference, Which Will Co-ordinate and Harmonize Europe, and the World*. Philadelphia, Winston, 1916, p. 173. \$.50. By editor of *Equity*. Utilizes pacifist stock in trade; suggestive but not critical. Proposes world congress similar to Congress of United States, and other devices for international government.

Warden, Archibald A. *Common Sense Patriotism*; Preface by Norman Angell. Dillingham, 1916, p. lxx, 129. \$1. Believes right is not all on one side, that discussion would secure peace; relates his efforts to secure conference at Berne.

Wells, Herbert George. *War That Will End War*. Duffield, 1914, p. 106. \$.75. *What Is Coming? A European Forecast*. Macmillan, 1916, p. 294. \$1.50. First is collection of occasional papers produced in first weeks of

the war. Both reveal the prophetic desire to play with facts that characterizes Mr. Britling *Sees It Through* (1916) and much of the author's other writing.

Woods, Frederick Adams, and Baltzly, Alexander. *Is War Diminishing? A Study of the Prevalence of War in Europe from 1450 to the Present Day*. Boston, Houghton, 1915, p. xi, 105. \$1. Whatever may be said of their scientific method, the selection of their historical premises can scarcely meet approval.

66. LEAGUE TO ENFORCE PEACE: LEAGUE OF NATIONS.

Ashbee, Charles R. *The American League to Enforce Peace. An English Interpretation*; with Introduction by G. L. Dickinson. London, Allen & Unwin, 1917, p. 92. 2s. 6d. Author was an Englishman present at inauguration of the League, of which he approves. Discusses international significance of United States.

*Brailsford, Henry Noel. *The League of Nations*. Macmillan, 1917, p. vii, 332. \$1.75. Calm, dispassionate discussion of many of problems of the war and of suggestions for their solution, especially of the League to Enforce Peace, by an Englishman.

Bryce, James Bryce, Viscount, and others. *Proposals for the Prevention of Future Wars*. London, Allen & Unwin, 1917. 1s. Scheme similar to League to Enforce Peace.

Bryce, James Bryce, Viscount. *Some Historical Reflections on War, Past and Present*. Oxford Press, 1917, p. 28. 1s. Two addresses as president of the British Academy in June, 1915 and June, 1916. Includes some discussion of international law in war time, of international public opinion, and of a league of nations.

*Butler, Nicholas Murray. *A World in Ferment, Interpretations of the War for a New World*. Scribner, 1917, p. viii, 254. \$1.25. Collection of addresses delivered from September, 1914, to June, 1917, on war questions. Thoughtful, practical, and inspired with constructive ideals.

Collin, Christen Christian Dreyer. *The War against War, and the Enforcement of Peace*; with Introduction by William Archer. Macmillan, 1917, p. xii, 163. \$80. Collection of essays by an eminent professor in the University of Christiania, with special reference to the league of nations idea.

Coulton, George Gordon. *The Main Illusions of Pacifism, a Criticism of Mr. Norman Angell and the Union of Democratic Control*. Macmillan, 1916, p. xv, 295, lxii. \$2. Collection of anti-pacifist articles intended to promote a British policy of national defence.

*Dickinson, Goldsworthy Lowes. *The Choice Before Us*. Dodd, 1917, p. xiii, 268. \$2. Denounces militarism and economic war; sees hope only in international organization which must include all great powers, even Germany. Powerful arguments by an earnest, able advocate of world peace.

*Fried, Alfred Hermann. *The Restoration of Europe*; translated by Lewis Stiles Garnett. Macmillan, 1916, p. xiv, 157. \$1. Original published in April, 1915, by native of Vienna, for fifteen years editor of the *Friedens-Warte* in Berlin, since the war in Zürich. Author, who received Nobel prize in 1911, suggests co-operative union of Europe, starting like Pan-American Union, which might lead ultimately to political co-operation. "A European union is at present more desirable than a world-wide one."

*Goldsmith, Robert. *A League to Enforce Peace*; with a special introduction by A. Lawrence Lowell. Macmillan, 1917, p. xxvi, 331. \$1.50. Volume for study classes on

inadequacy or failure of other means of securing peace and on the plan of the League to Enforce Peace and reasons in favor of it. Several chapters against militarism. Contains bibliography.

League to Enforce Peace. *Enforced Peace, Proceedings of the First Annual National Assemblage*. League to Enforce Peace, 1917, p. vi, 204. \$.50. Collection of papers on various phases of subject, especially from side of United States.

Marburg, Theodore. *The League of Nations, a Chapter in the History of the Movement*. Macmillan, 1917, p. 139. \$.50. History of League to Enforce Peace movement by one of its originators.

67. ECONOMIC ASPECTS OF THE WAR.

Babson, Roger Ward. *The Future of Nations; Prosperity, How It Must Come; Economic Facts for Business Men* (1914, p. 123. \$1). *The Future of World Peace, a Book of Charts showing Facts Which Must Be Recognized in Future Plans for Peace; the Prospects for Peace* (1915, second edition, p. 142. \$1). Wellesley Hills, Mass., Babson's Statistical Organization. Contain much statistical matter on economic and financial affairs, but are arguments for an international government.

Barron, Clarence Walker. *The Audacious War*. Boston, Houghton, 1915, p. xiv, 192. \$1. Collected papers on business problems underlying the war by editor of Boston News Bureau who visited Europe in early months of war to observe financial affairs at first hand. Clear, concise, vigorous style; keen insight.

Bowley, Arthur Lyon. *The Effect of the War on the External Trade of the United Kingdom, an Analysis of the Monthly Statistics, 1906-1914*. Putnam, 1915, p. viii, 56. \$.60. Professor of statistics in University of London makes comparative study with reference to last five months of 1914. Excellent; relevant only to exact period considered.

Byers, Norman R. *World Commerce in its Relation to the British Empire*. London, King, 1916, p. 104. 1s.

Claes, Jules. *The German Mole, a Study in the Art of Peaceful Penetration*. Macmillan, 1915, p. xiv, 143. \$1. Articles on methods of German peaceful penetration in Belgium, especially Antwerp, published by editor of *La Métropole* in his Antwerp journal in August and September, 1914. English edition has introduction by J. Holland Rose.

Clapp, Edwin James. *The Economic Aspects of the War, Neutral Rights, Belligerent Claims, and American Commerce in the Years 1914-1915*. New Haven, Yale Press, 1915, p. xiv, 340. \$1.50. Apparently written before sinking of Lusitania. Mainly criticism of British policy of trade restriction. Deals with import and export situation with special reference to cotton and copper.

Colvin, Ian D. *The Unseen Hand in English History*. London, National Review Office, 1917. 7s. 6d. Continues his Germans in England, reviewing events since Tudor times. A tract of protectionist argument, spiced with anti-Germanism.

Dibblee, George Binney. *Germany's Economic Position and England's Commercial and Industrial Policy after the War*. London, Heinemann, 1917, p. 108. 1s. Published by English Central Committee for National Patriotic Organizations. Describes German industrial and commercial methods and outlines a revised policy for England. Moderate in tone.

Eltzbacher, Paul. *Germany's Food, Can It Last? Germany's Food and England's Plan to Starve Her Out, a Study by German Experts; English Version edited by S. R. Wells*. London, Hodder, 1915, p. 264. 2s.

England's Financial Supremacy, a Translation of Die Englische Finanzmacht; England's Falsche Rechnung; Deutschland und die Erbschaft der City from the Frankfurter Zeitung; with Introduction and Notes by the Translators. Macmillan, 1917, p. xv, 106. \$1.25. Original articles by financial authority appeared in November, 1915; argue that Germany's (forced) reliance on home resources is more advantageous than England's dependence on outside financial aid. Some forecasts have already failed of fulfillment.

Gill, Conrad. National Power and Prosperity, a Study of the Economic Causes of Modern Warfare. London, Unwin, 1916, p. 208. 4s. 6d. Based on lectures to workmen by English college teacher. Principally concerned with past wars but with present one in mind.

Girault, Arthur. The Colonial Tariff Policy of France; edited by C. Gide. Oxford Press, 1916, p. viii, 305. \$2.50. A general historical and critical account, with specific accounts of each colony.

Gourvitch, Paul Pensac. How Germany Does Business. Huebsch, 1917. \$1. Description of Germany's commercial and financial methods, with special reference to Russia.

Grunzel, Josef. Economic Protectionism; edited by Eugen von Philippovich. Oxford Press, 1916, p. xiv, 357. \$2.90. Sympathetic, comprehensive study of both import duties and other protective measures, by an Austrian.

Harris, Winthrop & Company. American Business as Affected by Peace and Preparedness, the Composite Opinion of Seventeen Hundred American Business Men. Chicago, Harris, Winthrop & Company, 1916, p. 80.

*Hauser, Henri. Germany's Commercial Grip on the World, her Business Methods Explained; translated by Manfred Emanuel. Scribner, 1917, p. xv, 259. \$1.65. Translation of Les Méthodes Allemandes d'Expansion Economique, which has passed through several editions. Thorough, moderate, discriminating study. Urges keeping out of Germany's economic grip in future and emulating her systematic, hard work.

Hirst, Francis Wrigley. Political Economy of War. Dutton, 1915, p. xii, 327. \$2. Former editor of The Economist (London) writes with special reference to England, dealing with policy and economics of war, and war debts; treatment is largely historical. About forty pages refer to present war. Author's preconceptions were pacifist. Close study of facts with wealth of detail, though not too technical for layman.

Jones, J. H. The Economics of War and Conquest, an Examination of Mr. Norman Angell's Economic Doctrines. London, King, 1915, p. 178. 2s. 6d. Relates specifically to The Great Illusion, but is really a critical analysis of economic contentions of pacifists against militarism to sift out the false and to place the argument on sound foundations.

Lawson, W. R. British War Finance, 1914-15. Van Nostrand, 1915, p. vi, 367. \$2. Full, rather technical study.

MacDonald, Allan John MacDonald. Trade, Politics, and Christianity in Africa and the East; with an Introduction by Sir Harry Johnston. Longmans, 1916, p. xxi, 295. \$2. Discussion of the problem of contact with and control of backward peoples.

Millioud, Maurice. The Ruling Caste and Frenzied Trade in Germany; translated with an Introduction by Sir Frederick Pollock. Boston, Houghton, 1916, p. 159. \$1. Caste

section of volume is slashing attack on H. S. Chamberlain and German chauvinists; trade part is clear, concise, vigorous arraignment of German economic activities, financial situation, and imperialistic policy. Conclusions will command less confidence than when written.

*Noyes, Alexander Dana. Financial Chapters of the War. Scribner, 1916, p. xi, 255. \$1.25. Financial editor of New York Evening Post and The Nation studies effect of the war on American financial conditions during first two years of war, and American financing of Europe in same period. Also three chapters on probable economic and financial results.

O'Farrell, Horace Handley. The Franco-German War Indemnity and its Economic Results. London, Harrison, 1913, p. 90. 1s. Author seeks to prove that Germany's exaction of war indemnity was unfortunate for itself. Bibliography of dozen pages.

Schuster, Ernest Joseph. The Effect of War and Moratorium on Commercial Transactions. Bender, 1914, second edition revised and enlarged, p. viii, 166. \$1.25.

Withers, Hartley. The War and Lombard Street. Dutton, 1915, p. viii, 171. \$1.25. Clear account from London banking point of view of extraordinary financial situation precipitated by the war. Covers to December, 1914. Appendix of special statutes and other documents.

68. WOMEN AND THE WAR.

Addams, Jane; Balch, Emily Greene; and Hamilton, Alice. Women at the Hague, the International Congress of Women and its Results. Macmillan, 1915, p. vii, 171. 75 cents. Account of notable unofficial movement for peace.

Atherton, Mrs. Gertrude Franklin (Horn). The Living Present. Philadelphia, Stokes, 1917, p. xvi, 303. \$1.50. Observations made in 1916 of activities of French women in war work. Discusses fully relations of the war and feminism.

Gribble, Francis Henry. Women in War. Dutton, 1916. \$2.75. Series of biographical and historical sketches written before the war, with an epilogue dealing with women in the earlier part of the present war.

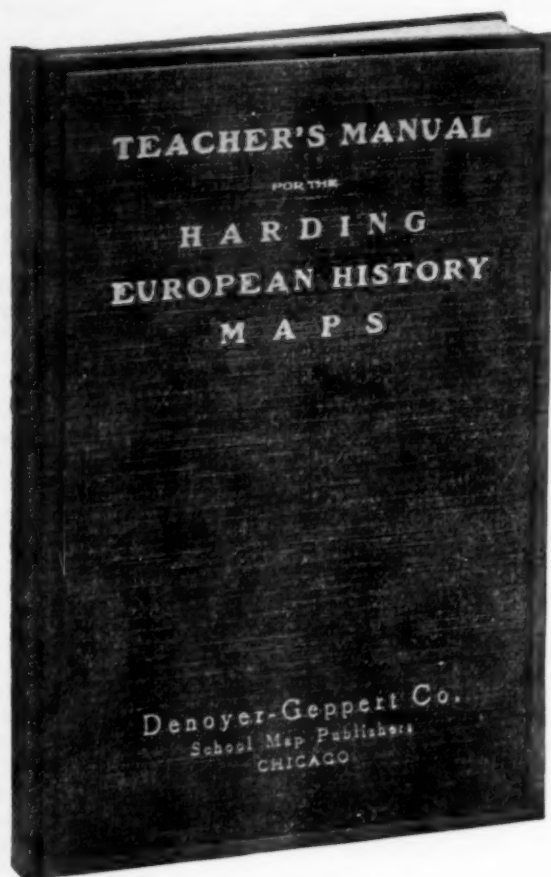
Hewes, Amy, and Walter, Henriette R. Women as Munition Makers; and Munition Workers in England and France. Russell Sage Foundation, 1917. 75 cents. First article by Miss Hewes reports investigations for the Foundation made in Bridgeport, Conn., in 1916; the second, by Miss Walter summarizes British official reports.

Repplier, Agnes. Countercurrents. Boston, Houghton, 1916, p. iii, 291. \$1.25. Collection of essays includes one on Women and War.


Stone, Gilbert, editor. Women War Workers. Crowell, 1917, p. 320. \$1.65. Composed largely of accounts written by women engaged in the several forms of war work. Almost entirely English.

69. SOCIALISM AND THE WAR.

*Walling, William English, editor. The Socialists and the War, a Documentary Statement of the Position of the Socialists of all Countries, with Special Reference to their Peace Policy, including a Summary of the Revolutionary State Socialist Measures Adopted by the Governments at War. Holt, 1915, p. xii, 512. \$1.50. Well edited mass of information.



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